Our Silver Jubilee

Volume XXV, No. 1
September/October 1981

ILLINOIS TEACHER

OF HOME ECONOMICS

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Our Silver Jubilee

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OF HOME ECONOMICS

A Look Back to Plan Ahead
Nutrition Education in the '80s

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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Address: ILLINOIS TEACHER
350 Education Building
1310 S. Sixth St.
University of Illinois
Champaign, Illinois 61820

Telephone: 217-333-2736

Foreword

We at ILLINOIS TEACHER are very excited to be celebrating twenty-five years of service to the profession, and on the next page we explain how we plan to celebrate with you. Elsewhere in this issue, you will find a bit of history of ILLINOIS TEACHER. We had simple and humble beginnings, and we like to stay simple and humble.

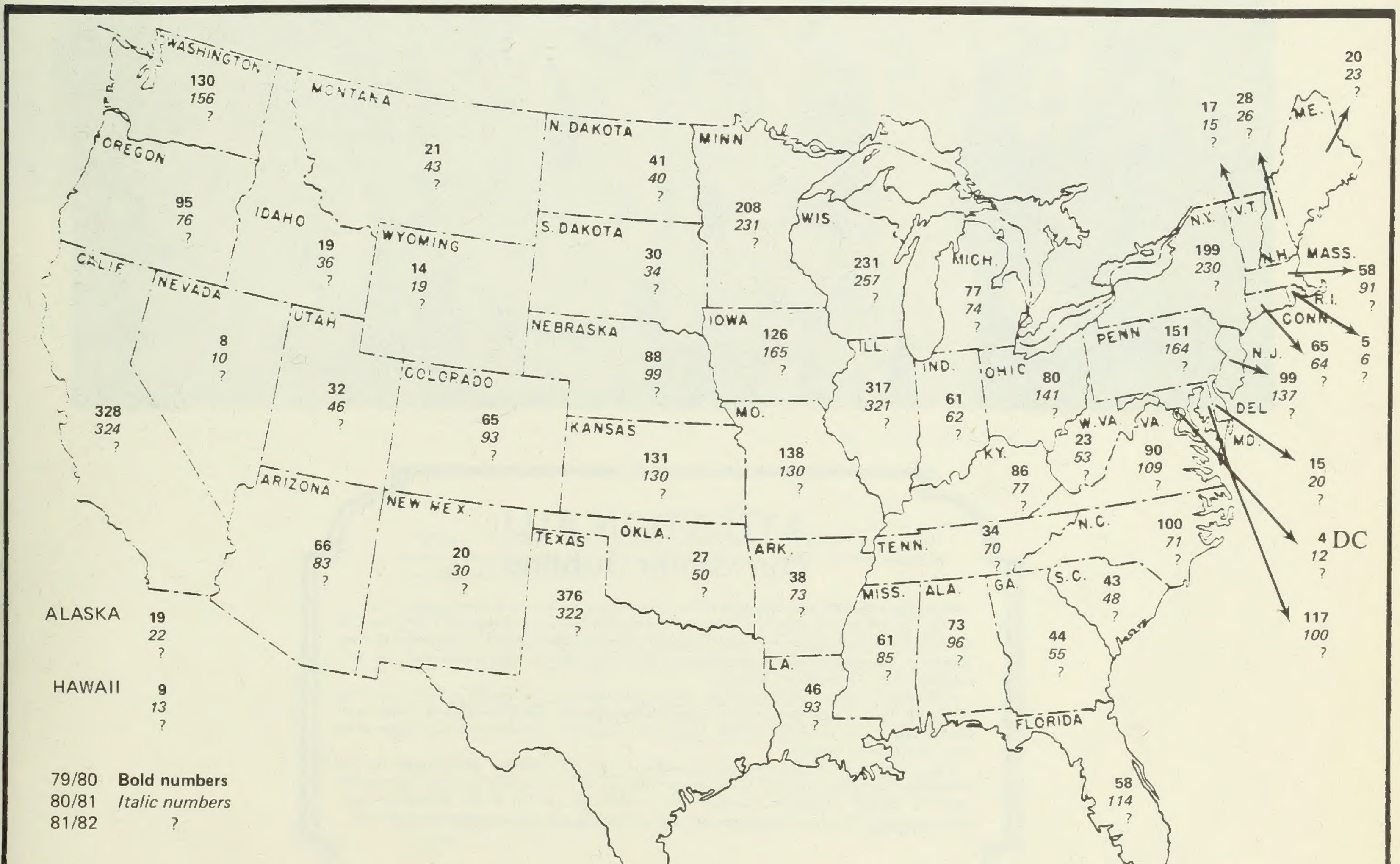
On page 4 we are reprinting our rendition of Ellen H. Richards' creed which we at the University of Illinois enclosed in the diplomas of all home economics education graduates in 1981. We hereby give you permission to reproduce it and use it as you see fit—to reward, inspire, encourage, honor. Let us know what you do with it!

Most of this issue focuses on nutrition education and includes several teaching techniques, some articles to extend your information about nutrition, a historical look at some aspects of nutrition education, and brief reviews of several resources available to teachers.

In addition, we include an article to help you become a more effective advocate of those things you believe in and want to change, some quotes from essays written in a contest at the Student Member Section of the Illinois Home Economics Association, another teaching technique adapted from something heard at a football game, and a historical piece about one aspect of ILLINOIS TEACHER written by a foreigner who was a student here.

We hope that this issue and this volume of ILLINOIS TEACHER will be valuable to you and that we will hear from you.

The Editor



The Number of Subscribers by State: (1979--1982)

Announcement

Dr. Hazel Taylor Spitze, Recipient
Award for Excellence in Undergraduate Teaching

The Home Economics Education faculty is pleased to announce that Dr. Hazel Taylor Spitze received the University of Illinois Urbana-Champaign Campus Award for Excellence in Undergraduate Teaching for 1980–81. She is the first home economist and the second woman to be selected for this prestigious award over the seven years that this program has been in existence.

We have always been inspired by her teaching performance and are extremely pleased and proud to know that her university colleagues recognize and value her contributions to home economics teacher education. We share this news with you because we know you will be, too.

Mildred Griggs,
Chairperson,
Home Economics Education Division

ATTENTION ALL!
Our Silver Jubilee

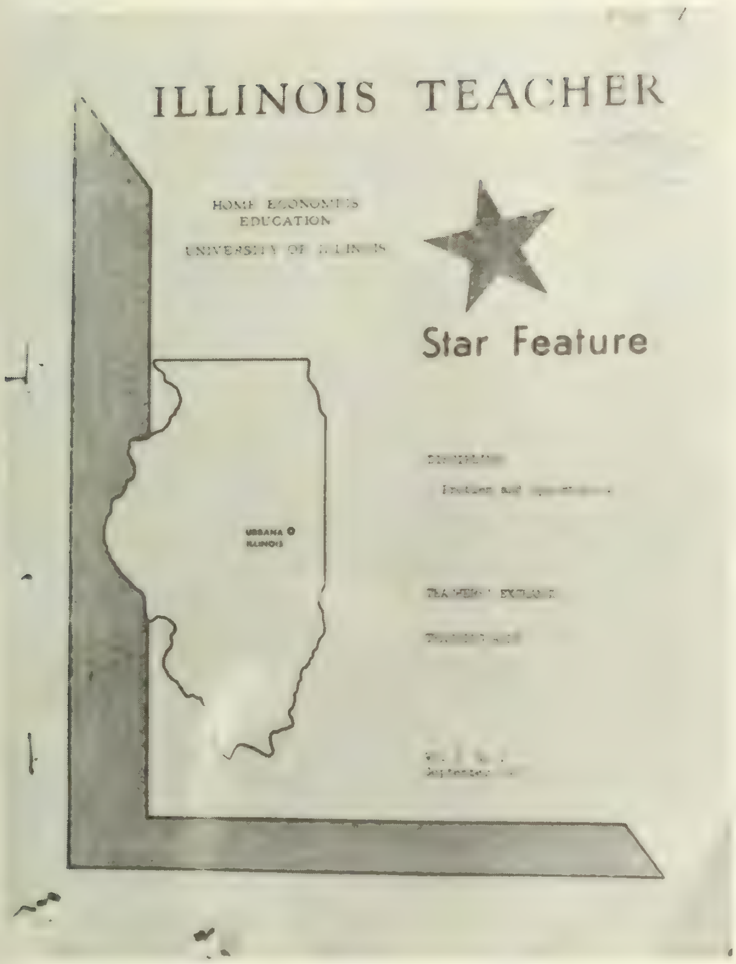
Next year is the 25th anniversary of *Illinois Teacher* and we plan to celebrate in two ways.

(1) We want to have a series of articles on "Twenty-five years of progress and a look ahead" in which we look at high school programs, teacher education programs, federal involvement in Home Economics Education, women's perceptions of their roles, international involvement, etc. Your suggestion for other topics are welcome.

(2) We plan to hold our second national, invitational conference for leaders in Home Economics Education. This time the theme will be "Interrelationships between Work Life and Family Life", and the date will be April 18–21, 1982. Again, your suggestions are welcome on subtopics of the theme and possible speakers.

Also, here's your second chance to nominate up to 10 possible participants for the conference, including yourself! We want every state and every type of position represented: teachers, teacher educators, administrators, supervisors at all levels, Extension home economists at all levels, home economists in business who are in educational positions, etc.

Twenty-Five Years Ago...



This somewhat tattered copy of ILLINOIS TEACHER, Vol I, No. 1, shows how it all began! Letitia Walsh, then Chairperson of Home Economics Education, and graduate students had a single article (of about 48 typed pages) in each issue which was typed and mimeographed by an undergraduate student worker and sent out to alumnae each month.

Then, as today, teachers were concerned about discipline! It was called a problem and an *opportunity*. Does it cause us to become better teachers when the students are harder to teach?

For the conference on "Interrelationships between Work Life and Family Life" I nominate as possible participants the following persons whom I consider leaders in Home Economics Education:

Name	Position	Address	Phone

Send to: Hazel Taylor Spitze, 350 Education, University of Illinois, Champaign, IL 61820

Second deadline: October 10, 1981

Home Economics Stands for:

-the ideal home life for today unhampered by the traditions of the past,

-the utilization of all the resources of modern science to improve the home life,

-the freedom of the home from the dominance of things and their due subordination to ideals,

-the simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and of society.

"Mrs. Richards' Creed"

Learn to Spell Relief M-a-n-a-g-e-m-e-n-t*

Laverne Hellums
Assistant Professor,
Secondary Education and
Home Economics
University of Mississippi

With the high cost of food and the prospect of its going even higher, one way to stretch the food dollar is to stretch the learning concepts derived from every foods laboratory. The following suggestions integrate the concepts of planning, controlling, evaluating, scheduling, time management, family relations, food preparation, and food preservation. This can be done by encouraging students to explore family situations (pleasant and unpleasant) which interfere with management of meal preparation and by building the unit around simulated circumstances. Putting management theory into actual practice, the teaching-learning situation should contribute to the student's ability to generalize and to the retention of the learning through the application of management techniques to real-life situations.

Most people can manage mealtime effectively and efficiently if they are at home all day, never have emergencies near mealtime, never get off schedule by spur of the moment fun times with the children, never "goof off" with a friend or any of the other activities one might come up with which represent the real world. However, since such an organized existence is not only impossible but probably also undesirable, we can help our students cope with the real and the fun emergencies by placing the emphasis in meal preparation on the management aspect through the use of simulated situations which will help students see the need for, and put into practice, meal management skills.

Early in planning with the students, we might suggest that they brainstorm situations which could interfere with meal preparation. They may recognize some as real emergencies and some which could strengthen family relationships such as having time to enjoy sharing a new discovery with a child without having to feel rushed to prepare a meal. In short, we can let meal management allow for things that must be done and things we want to do. Following the discussion, the students, working in groups, could write brief case studies of "A Day in the Life of a Homemaker." These case studies should, of course, lead up to a need for meal management skills. The examples which follow may help to get them started.

Case study—Mary's friend, Janet, called soon after their children were off to school to see if Mary could run into town with her to pick up a few items, have lunch and visit awhile. Since everything seemed in order with plenty of time to prepare the evening meal (fried chicken, a vegetable, a tossed salad, bread and a beverage) from food already purchased, and still get to Tom's basketball game at 6:45, Mary decided to go with Janet. Mary had a delightful day in the city and arrived home just as the children were getting in from school and spent some time talking to them about their day.

Just as Mary was getting ready to begin dinner, she remembered she had planned to check on a neighbor who had just returned from the hospital with a new baby. As she arrived home from the visit, one of the children took a tumble going up the steps and hurt a knee. By the time Mary "doctored" the knee and consoled the child, her original dinner menu was out of the question, and they could not disappoint Tom by not going to the basketball game. She then had 40 minutes to get dinner on the table. Because Mary was accustomed to such time constraints, she was prepared. She cooked some spaghetti according to the package directions. While that was cooking, she opened a large can of spaghetti sauce with meat, put it on to heat and prepared the green salad and frozen peas. When the spaghetti was done, she placed it in a casserole and topped it with the heated spaghetti sauce. This, served with hot rolls, milk and a piece of fresh fruit added up to a nutritious meal served within the time available.

Women who successfully combine homemaking with a career must develop many management skills in order to have time for themselves, and for their families' needs. Also,

*The author is indebted to Dr. Anna Gorman for encouragement and editing.

many days in the life of a dual career woman routinely allow little time for meal preparation. These days can be planned for in advance by using a little "head work" rather than "leg work" and little additional time. Take, for example, Tuesdays in the life of Jane.

Case Study—Jane took a bus, as usual, to her downtown office about the same time her children left for school. On her way home from work she got off the bus about four blocks from her house where she had a weekly appointment to have her hair done. Part of the time while under the dryer she wrote personal letters. She relaxed even more completely because of her prior planning for a complete and easy-to-prepare meal which she started Monday night. Her menu included ham and vegetable casserole, a pineapple salad, dinner rolls, milk, and peanut butter cookies. She had prepared the casserole Monday night and left it in the refrigerator ready to heat and serve. On Tuesday night an older child placed it in a 350° oven until it was bubbly hot—30 to 40 minutes. A younger child placed a pineapple slice on a lettuce leaf (washed when it was brought in from the grocery store) and added a touch of dressing while her husband set the table. Following a brisk walk home, also relaxing, she saw a lovely sight for a busy person—dinner on the table.

A good grocery-stretching lesson plan from this case study could include demonstrating how to bake a ham using one ham for all of the classes. The ham could be cut into portions—one for each class or simply placed in the oven whole with the appropriate directions and not actually cooked until the final class demonstration. Students might be encouraged to find other simple recipes using ham to include in their own files. Additionally, the vegetables (potatoes, carrots, and onions) could be divided and cooked two different ways. for example, one-half could be simmered until tender in a regular pan and the other portion could be prepared in a pressure pan to illustrate time and energy savings. It could also be pointed out that while it would be somewhat more expensive, canned potatoes, carrots, and ham could be stored on a shelf for those real emergencies, and this same meal could be duplicated entirely from shelf-stored foods, and even with the extra cost involved with this method it could prove to be the least expensive alternative at times.

Everyone who knows a single parent, who has ever heard of one, or who has any kind of imagination is no doubt aware of some of the time and financial restrictions under which they live. Let's look at a day in the life of Jill *or* Jack.

Case study—There are two children in this family, six and eight. Since both children are in school, the single parent is attending school part-time in addition to a part-time job. Almost any day in such a busy person's life could be declared an emergency, but let's say this particular day s/he needs to meet with some school friends for a group study session. After getting home and spending the time necessary to locate a baby sitter, not much time was left for the preparation of the evening meal. However, because of good planning for busy days, meal preparation was easy. The shelf meal that would be prepared did not require undivided attention; therefore, the children were encouraged to come into the kitchen to discuss their day and to help with the meal. The quick-to-fix dinner consisted of buttered noodles with chicken, carrot sticks, seasoned string beans, whole wheat bread, milk, and fresh fruit. Because the meal was so well planned, the conversation about the activities of the day was unhurried and pleasant for everyone and continued through the mealtime. Therefore, when the parent had to leave for study, the children felt that they had had a share of the parent's time.

We may sometimes be surprised at the creativity within our students, and it will help to get them to working together and to get into the spirit of planning and implementing if they are actively involved at this point with their own case studies. The simulated situations can then be used as a reference point for their thinking in planning the time and activity needed to manage meals.

Following this, the students could plan other nutritious quick-to-fix "shelf" meals. Other menus could be planned to include foods which would be prepared in the laboratory and frozen for later use in response to one of the simulated emergencies. Or, the meals could be a combination of shelf and freezer foods. A favorite time-saver of mine is to buy several pounds of ground beef (perhaps on sale) and to brown all of it in a large skillet. While that is browning

slowly, I tenderize one or two large chopped onions in another pan. These two ingredients are mixed together and frozen in family sized portions. At this point I do the dirty clean-up for several meals. Sometimes when one of the packages of meat-onion mix is thawed, I add a 15 ounce can of drained string beans and one can of cream of tomato soup, top this with creamed potatoes (instant, if all else fails), and pop into a 350° oven until it is hot. Or, I put the casserole into the microwave for a few minutes. Served with a few carrot sticks, canned or fresh fruit of your choice, and french bread, it makes a quick and adequate meal. Some students might enjoy looking for other recipes that require the browning of ground beef as a separate step. Or they could come up with ideas of their own for using browned portions of meat in a "quickie" meal.

The shelf meal plans and the frozen meal plans should be evaluated for nutritive content, cost, and energy use in storing the frozen food. Since eating out is a way many people meet emergency situations, we may also compare the nutrition and cost values of a restaurant meal with the student's meals, including the cost of driving to the restaurant. Following the evaluation, the foods should be purchased and prepared according to the plans.

A time and activity plan should be prepared for serving each meal so that the student can relate the meal to emergency situations on the basis of time available. For example, if the emergency were taking care of a child who will obviously be sick and fretful all day or if one is going to visit with a friend away from the home, the situation would allow time to thaw and heat a frozen meal which would only require transferring the food from the freezer to the oven; but such an emergency as constant attention to a child or being away from home all day might not allow the necessary putting together (activity) of a shelf meal and the possible resultant clean-up necessary. To strengthen the concept of the relationship between meal management and family relationships, one might explore at this point what happens to people, especially children, when meals are delayed and they become overly tired and hungry. This discussion can also reinforce the need to manage mealtime.

We now have the student-developed case studies, meals planned, partially prepared, and evaluated and the class is ready for any emergency. At this time, as long as the class has access to the foods laboratory, they may begin another unit or continue with some unfinished aspects of the foods unit. In either case, it could be understood that the teacher may announce an emergency any day and allow a student to draw from the pool of case studies. The class should quickly evaluate the simulated emergency in terms of time and activity and decide on one of the previously planned menus which would fit the situation. Then, using the management plan previously developed to go along with each meal, actually serve it during the class hour.

If the students finish early as a result of careful planning, other aspects of management could be explored such as the concept of dovetailing activities. This could help the students understand that they could prepare some steps of a meal for another day while they are already in the kitchen doing something which does not require their constant attention.

Perhaps you have been looking for a way to gain some recognition for the activities of your students which could help to dispel the chronic misconception of our "stitching and stewing" image. So why not plan ahead with loaded camera and pen in hand. A story in the local and/or school newspaper that a greater part of a foods unit involved inflation fighting, and energy savings would be a step in the right direction. Another possibility might include a "Time Bind" leaflet including menus, etc. prepared by the students and/or a skit developed for PTA or other community group. The "Time Bind" leaflets could be distributed afterwards to those in attendance. Let's let the public know that students have learned to spell relief m-a-n-a-g-e-m-e-n-t and have only used food as a teaching vehicle.

Seventh Graders Manage Their Own Ice Cream Shop

Carol H. Goodridge
Home Economics teacher
Rumford Junior High School
Rumford, ME

Everyone loves ice cream. And, if you don't believe it, just ask any one of the fifty-four seventh grade Home Economics students at the Rumford (ME) Junior High School. These students are experts at making and vending homemade ice cream thanks to an Ice Cream Shop project initiated by Diane Hopkins, former Home Economics teacher, which I have revised and continued. This unique project teaches students how to manage and operate an ice cream shop by selling ice cream cones to appreciative students and teachers.

The Ice Cream Shop has been in operation for four 2-day periods during the past two years selling more than 1,300 cones. Students have made enough profit to purchase their own ice cream freezer, ice crushing attachment, and a dozen plastic storage tubs. The intent of the project is just to clear expenses, but any profit is used for special purchases for the Home Economics Department. During these periods ice cream is served only to study hall students who eat it in the HE room. We thus avoid conflict with the lunch program and the chance of "messing up" the whole school! All the HE classes participate and nearly all the student population has a chance to purchase a cone. Teachers with a "free period" help supervise and get a free cone.

Vanilla ice cream being carefully made by Michelle Dempsey

Students sometimes tend to think of school as a world apart from reality. The Ice Cream Shop helps them relate their school work to the world outside the school and helps prepare them for the problems they will have to deal with when they become an adult in that world.

The project begins two weeks prior to the actual opening of the Ice Cream Shop when students participate in an ice cream laboratory as part of their nutrition and foods unit. During the days that follow the students take part in learning activities as varied as the following:

1. Learn related spelling words
2. Watch a filmstrip entitled "Your Job Interview—Preparation is Half the Battle" Franklin Clay Films
3. Practice interviewing
4. Fill out a personal data sheet
5. Write an application form
6. Apply for a position in the Ice Cream Shop (I evaluate the application and interviews and do the "hiring." Everyone has a job)
7. Discuss career opportunities in the foods area
8. Assume some managerial responsibility
9. Discuss energy conservation (Freezers are cranked by hand, ice cream is stored in reusable containers, etc.)
10. Participate in a contest on making change
11. Write letters of invitation to the superintendent and school board members
12. Discuss ice cream as a source of calcium and as an item in the "milk group"
13. Make advertising posters (Plans are underway to include caloric and nutrient values of ice cream next year.)
14. Decorate the room for the shop
15. Prepare bulletin boards
16. Review basic sanitation rules (One of the job requirements is "to be able to scoop ice cream without licking fingers".)
17. Make ice cubes at home
18. Crush ice, pack freezers, and crank ice cream
19. Determine a fair price for a cone after figuring the cost of a recipe and cost of a cone (Computations include use of various kinds of milk, generic products vs brand names, etc.)
20. Participate in a comprehensive evaluation of the project, including informal comparisons with "bought" ice cream cones for cost and flavor
21. CLEAN UP!

David Marin expertly scoops a vanilla cone for Sue McPherson

As can be seen from the foregoing, the project has elements of foods, career and vocational education, business and distributive education, cost accounting, management, language arts, and visual arts.

At the conclusion of the two day ice cream shop, students are asked to evaluate the project and make suggestions for improving it the next time it is held. Among the questions asked are "Do you feel this was a valuable experience for you?" and "Do you think we should run our Ice Cream Shop again next year?" An overwhelming majority answered "yes" to both questions. These answers make the work of preparing for this project very worthwile. It is important for students to be able to see the results of their work. It is also important to have projects that are self-supporting and not dependent on public funding. Any time you can involve students in a project of this type we provide them with a chance to grow and develop enduring values. And, in this case the project turns out to be a much-looked-forward-to and delicious endeavor.

Carol Goodridge demonstrates a scooping technique to students Karen Bellegarde and Jeff Therriault.

Students line up waiting for their cone being scooped by Sharon Molter.

Other Issues of *Illinois Teacher* Focusing on *Nutrition Education*

Entirely Nutrition Education:

Vol. XIV, No. 1, report of a nutrition education workshop for teachers, full of innovative techniques developed in the workshop—activities, games, simulations, stories, visual aids, bulletin boards, and references.

Vol. XIV, No. 2, prenatal nutrition in the form of 10 "Letters from Your Unborn Baby." Reviewed in advance of publication by a pediatrician and a nurse.

Vol. XVI, No. 1, another "gold mine" (80 pp) of techniques from two workshops held at University of Illinois and University of Wyoming.

Vol. XVII, No. 3, more information on nutrition and techniques for teaching it, including nutrition for backpackers, combatting fads, displays, self-teaching devices, games and other activities.

Vol. XIX, No. 4, Nutrition Lifestyles and Quality of Life. Articles mostly by our Canadian friends including sociological influences on nutrition behavior, nutrition and dentistry, a club for overweight teens, nutrition week in the school community, value recognition, et al. Also includes a student activity booklet and articles on psychological aspects of dietary change and our opportunities in nutrition education.

Vol. XX, No. 3, Futurism and Nutrition Education, more creative ways to teach nutrition, using the school lunch to teach nutrition, teaching with snacks, materials for self teaching, learning centers, nutrition in the elementary health curriculum, getting college students interested, working with food service personnel, etc.

Vol. XXII, No. 1, A New Look at the Teaching of Foods, includes relation of foods and basic human needs; of foods and resource use, especially energy; teaching techniques, a test for proficiency in foods, etc.

Partly Nutrition Education

Vol. XI, No. 1, contains a skit comparing the foods two shoppers purchased with the same amount of money (Prices would need updating), a pot luck meal as a teaching technique, et al.

Vol. XXIII, No. 3, contains a report of the 1979 National Nutrition Education Conference, an approach to teaching nutrition via issues analysis, peer teaching of nutrition, weight control for teens, and more teaching techniques.

Students Learn Compassion As They Plan and Cook for Peers

Irene Storrer
Home Economics Teacher
Ingalls High School
Ingalls, KS

"Yuck! What's that stuff?" "All the food looks the same." "Not that again!" Challenges began to mount for the Ingalls High School Home Economics III class as they prepared to tackle a unit in quantity cooking.

Starting to cook for a large group poses many new problems, but lots of basic background still applies. A quick review of state regulations, proper clothing, temperature control of foods, and personal cleanliness got the class off to a good start.

To help bring the importance of these regulations to life, the students visited a fast foods establishment and the dietary department of a hospital. Equipped with this new knowledge, the students returned to the classroom to plan menus for their local school lunch program.

Advance cooperation between the classroom teacher and the lunchroom personnel is a must. The actual idea for this unit began when the head cook asked the Home Economics Department for suggestions on getting the students involved in our lunch program. By mutual consent we decided to try a unit in quantity cooking. The administrtion agreed to let us work together with the students to get the unit going. The head cook and I spent several evenings working with class and lunchroom schedules, and deciding on learning techniques to complete the program. One thing we soon discovered was that a meal couldn't be accomplished in one class period. We approached the principal with our scheduling problem and with his help and the cooperation of the faculty members we were able to resolve most of the problems. The entire student body, staff and administration were quite helpful in supporting this unit and making it a success.

The head cook agreed to let the students, by groups, prepare one food using a large piece of equipment such as a mixer, slicer, or peeler, and try one new food never served in the cafeteria before. Two students gained respect for the large mixer when it came loose from its stand. With eyes as large as saucers they watched the huge bowl being thrown about by the mixer. Quick reactions by the cooks salvaged the product and the mixer.

Quiche was one of the new foods chosen to be served in the lunch line. The phrase "What's Quiche?" got to be a standard joke throughout the school as our students answered the question over and over again. Even though quiche was not a favorite of the lunchroom clientele, other foods were a big hit. Hot roast beef sandwiches served on french bread, cherry cheese cake and taco burgers were a few of the favorites. One thing is sure, though, and that is that most of the Ingalls students now know what quiche is.

Cathy Wendel working with mixer

"Planning menus? That's easy." Then the students discovered each menu had to be balanced with the four basic food groups, contain temperature variations, be color coordinated, contain a vitamin C food, and still more. As the students jostled *menus*, the laments were many. Having hamburger four times and broccoli twice in a week just wouldn't do, so back to more planning. With *menus* and recipes in hand, the students approached the cooks for final approval. (Actually my students had an advantage over the cooks; only weeks before, *they* were the ones saying, "Yuck, what's that stuff?" Their memories and tastebuds were fresh.)

Since classroom time was limited to fifty-five minutes daily, the group that prepared the food on the first day served it the next day. This divided the class into three sections, one preparing, one serving, and the rest in the classroom.

Each group prepared a grocery list for their recipe and figured the cost of the total meal. They told what food requirements were met by serving their dish. As they prepared their food item, they were graded on safety, advance planning, clean-up and organization.

When the students served their product they were to observe how the other students reacted to their preparation. Each server wrote a few paragraphs describing comments as to taste, size of serving, and eye appeal. They were also responsible for checking the food waste of the day and deciding whether it was due to dislike, oversized serving, or other factors.

Groups that were not busy in the kitchen were busy studying other factors of quantity food preparation. Students selected their field of study from project suggestions or developed their own ideas. One student decided to merchandise the school lunch by making posters and

banners describing the good qualities of the lunch. Three students went together to prepare an article and picture for the local newspaper. They also developed a photo story complete with captions. Other topics studied included a survey of food preferences, careers in food service, and ethnic meals. The students made outlines of their projects and submitted them to the instructor with the grade they felt they should receive. The final projects were displayed and shared with the rest of the student body.

This unit provided learning experiences on all levels. The lunchroom personnel gained knowledge of foods the students enjoyed and became acquainted with the students personally. Students were amazed to learn the many requirements that govern the lunch program. As an instructor I learned from both sides and was thrilled with their victories and suffered with them in defeats.

To complete the unit the class wrote a skit featuring a train engine and its nutrition cars, emphasizing the importance of nutrition, and they presented it to the students during the lunch hour. They shared experiences and gave a summary of their project to their classmates. Their last day was spent visiting the quantity cooking department of a vocational technical school and touring a local banquet facility.

The students learned compassion for the lunchroom personnel. As one student put it, "It's difficult to listen to kids cut down your food when you really tried to make it nice."

Betty Meyer and Lori Doll preparing quiche

Nutrition and Your Health

a free *resource from the U.S. Department of Agriculture and the Department of Health, Education and Welfare (now Health and Human Services)*

Our tax dollars have provided funds to prepare a very useful teaching aid and handy resource for adults entitled "Nutrition and Your Health: Dietary Guidelines for Americans."

In this 20 page, 4x9 inch, colorful pamphlet the seven new Guidelines are listed and explained in simple language and in a conservative vein that does not promise that diet can provide immortality!

Some of the points not made or less emphasized in earlier publications include:

- Fruits and vegetables are listed separately. We need *both.*
- *Whole* grains are emphasized.
- Legumes are listed separately. They are not just a meat *substitute* but a valuable food in their own right with little or no cholesterol, and, of course, low cost.
- Complex carbohydrates to provide dietary fiber are noted.
- More emphasis is placed on reducing sodium intake, especially table salt.
- Tooth decay caused by sugar consumption is highlighted.
- The relation of heart disease and fat intake is noted.
- Breastfeeding is encouraged and other foods delayed until the baby is 3–6 months old. Adding salt or sugar to baby's food is discouraged.
- Ideal weight is stressed.

You may order this *free* bulletin in up to 30 free copies by *sending a self addressed label* to:

Department of Health and Human Services
Nutrition Coordinating Office
Room 728 F, H. H. Humphrey Building
200 Independence Avenue, S.W.
Washington, DC 20201

Nutrition Education for Older Americans

Susan A. Goddard
Upson County Area
Vocational-Technical
School
Thomaston, Georgia

The older American faces economic and physical problems today that differ from any in the past. Changes in modern society create an unstable nutritional environment (Boykin, 1980). The median family income for those over 65 is one-half of that of the rest of the population (Prager, 1978). This presents the need for consumer information on preparing low cost nutritious meals, understanding and dealing with inflation, and developing wise food shopping habits. Senior citizens are very often economically disadvantaged and physically handicapped. They may be isolated from the rest of the community because of health and transportation problems (Prager, 1978).

Nutrition education activities for the elderly are primarily a result of the 1978 Amendments to the Older Americans Act which created a national congregate or group-setting meals program for the elderly (Hickman, 1980). The 1978 Comprehensive Older Americans Act Amendments, Title III, provided for social services, nutrition services, and multi-purpose senior centers (Harrill et al, 1980). The 1978 Amendments helped to put nutrition education in its proper perspective as part of the congregate nutrition program (Hickman, 1980). These senior centers provide a noon meal, education, counseling, and transportation for people age 60 and over.

Another piece of legislation which contributed to the nutrition education of older Americans was the Vocational Education Amendments of 1968[1] which provided categorical funding for Consumer and Homemaking with emphasis on disadvantaged and depressed areas. The Federal Register (1977) states that outreach programs be provided in the community for youth and adults considering special needs groups such as the aged with emphasis on many current issues including the promotion of nutritional knowledge and food use.

As a Consumer Education instructor in a Vocational Technical School, I became involved, under the Vocational Education Amendments of 1968, in presenting outreach programs on nutrition to the elderly in the senior centers.

Currently, some 23 million people in the United States are 65 and over (Albanese and Wein, 1980). The elderly are economically disadvantaged since most are on limited incomes from social security or pensions. Inflation poses a serious threat to their financial security. Many elderly are also educationally disadvantaged with less than a twelfth grade education, especially in rural areas. Handicaps of the elderly include hearing impairment, vision impairment, and mobility problems. These handicaps restrict their movements as well as their acquisition of new information pertaining to nutrition.

The nutritional and health status of the elderly is greatly influenced by physical, psychological, and social factors (Albanese and Wein, 1980). These factors show how the nutrition problems of the older person differ from those of a younger person. Psychological factors, such as fear of crime when shopping, prevent them from venturing outside their homes. Physical changes, such as reduced sensitivity of the taste buds, loss of teeth, improperly fitted dentures, and the lack of mobility, diminish the desire for food. Sociological factors, such as living alone with little group interaction, prevent the preparation of nutritious meals (Green, 1980).

Stress, health problems, fixed incomes, inflation, changing societal values, and the effects of prescribed and over-the-counter drugs contribute to poor nutrient intake and utilization. Low-fiber diets and high carbohydrate diets are common among the aged due to factors discussed above (Boykin, 1980).

I present nutrition programs once a month at the congregate meal sites funded under the Older Americans Act. The nutrition programs are to help the elderly become more

[1]The 1968 Vocational Education Amendments, Title I, Part F, Consumer and Homemaking Education, was designed to upgrade people in economically depressed areas and in areas of high unemployment in terms of their abilities to be intelligent consumers (Calhoun, 1976).

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knowledgable about new food practices. The subjects include food selection, eating habits, weight control, calorie and nutrient content of foods, the effect of food upon health, special diets, food preparation, recipes for easy to prepare and easy to chew dishes, food additives, and food protection agencies.

When choosing teaching methods for a nutrition program for the elderly, I must take into consideration the educational levels of the group members and their handicaps. The seven groups that I work with are both economically and educationally disadvantaged. The average number of elderly that I contact per month is 190 and they range in age from 60--95. The most successful methods I have found for presenting information have been audiovisual and demonstration. I always give all persons a handout with the information that I have just presented so they can refresh their memory, share the information with others, and refer to it at a later time.

The food habits of the elderly are not always compatible with their food needs (Boykin, 1980). Instead of trying to change food habits of persons at a later age, preventive education in elementary and secondary schools can help create proper food habits for life. The 1977 Title VII Older Americans Nutrition Program Survey[2] found that the nutrition education program was less effective due to the resistance of the elderly to major changes in their lifestyles.

Elementary and secondary level Home Economics teachers can contribute to the education of all people through their nutrition classes. Students can be encouraged to share the information learned in nutrition classes with family members and acquaintances through home projects and assignments.

The elderly individual presents a unique set of nutritional needs which are not easily fulfilled (Albanese and Wein, 1980). Nutrition education plays an important preventive role in helping the elderly cope with nutrition-related problems (Green, 1980). Nutrition education can be an interesting subject tailored to meet the needs and interests of disadvantaged and handicapped older Americans through the efforts and education provided by Home Economics teachers.

[2]The Title VII Survey-Revised Edition was prepared by the staff of the Select Committee on Nutrition and Human Needs. The information contained in the report was taken from 681 responses to questionnaires sent to all 1,000 Title VII nutrition projects, all 550 Title III area agencies on aging, every State agency on aging, and 300 private meals-on-wheels groups. Three hundred sixty project directors, 213 area agency directors, 36 State agency directors, and 72 meals-on-wheels program directors returned their questionnaires (U.S. Senate, 1977).

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Nutrition "Radio Spots": a Teaching Technique

Margaret Story
Health Education Student
in Nutrition Education
Workshop
University of Illinois

The activity described here was planned for tenth graders in a basic health education class near the end of a semester. The 22 students were divided into 4 groups and each group was given, or had brought from home, a tape recorder and cassette tape.

The assignment was to create a tape of 3–5 minutes' duration in which principles of nutrition are presented. Each group chose a nutrient to focus on so as to avoid overlap. The form of the "broadcast" was left to the students; possibilities were mentioned such as interview, newscast, situation comedy, public service announcement, commercial, etc. They also determined each of their own roles "on the air", e.g., announcer "voice of the vitamin," interviewer, or various situational roles.

Students were instructed to include why the body needs their nutrient, effects of cooking and storage on nutrient content, and its special relationship, if any, to other nutrients. Reference materials were available and the teacher served as a consultant during the preparation. They were also told to "make it interesting to the rest of the class" and if possible to the general public, or some special segment of it, in case they got a chance to air it on a local station. They were to try to stimulate questions from listeners and to be able to answer them.

Students used one class period to recall, review, look up references, ask questions, and prepare their tape. (Some classes might need two.) The next day the tapes were played in a simulated radio broadcast. The "audience" was encouraged to participate, and following each "broadcast" they served as a critique board to help the producers do a better job next time.

Students had an experience in organizing knowledge, working together, creating a way of sharing their knowledge, giving and accepting criticism, and gaining new knowledge.

During the last few minutes of the class (or this could be the next day) each student was given a piece of acetate and a wax pencil to prepare a transparency with two questions on it, two important pieces of information they hoped they had taught. These were shown on the overhead projector and all students responded to all questions as a check on their learning. Correct answers were given and the teacher asked other questions during the discussion which ensued.

The students felt that this series of activities was a welcome relief from listening to lectures.

Defining Adequate Diets*

Mark Hegsted
Administrator
Office of Human
Nutrition—SEA
US Dept. of Agriculture

There is little doubt that metabolic changes antedate the development of recognizable disease. Thus, it should be possible to develop methods which allow the identification of antecedent changes with the possibility that these may be reversed and disease prevented.

The situation with regard to nutritional deficiency diseases is quite clear

Inappropriate (inadequate) diet

↓

Decrease in tissue levels

↓

Biochemical alterations

↓

Pathology or disease

↓

Death if sufficiently severe

Currently some 45 essential nutrients have been identified for man or animals and all are probably required by man. Whether this is the complete list is unknown since new essential trace mineral have been identified in recent years. Provisional standards of adequacy (Recommended Dietary Allowances) have been established for 29 nutrients but many of these are based upon very slim evidence.

Methodology for the assessment of nutritional status for many nutrients is limited to estimations of levels in blood, plasma or urine. For only a few are functional measures, such as changes in enzyme levels, available and in many instances appropriate functional systems have yet to be identified. For a number of nutrients it is known that plasma or urine levels are poor indicators of nutrient intake. Some of the methods currently used to estimate nutrient requirements are too cumbersome to be generally applied.

Thus to develop the necessary armamentarium we need not only specific research aimed at improving methods for the evaluation of nutritional status related to a wide variety of nutrients but much fundamental research to identify the functional role of the various nutrients, and the metabolic systems most sensitive to limited intakes.

Although the needs are vast they should not be over-emphasized. Fortunately, intakes that exceed actual needs of most nutrients appear to be innocuous although there are exceptions such as vitamins A, D, selenium and some other trace minerals. Thus over-estimation of actual need is not a serious disadvantage as long as the food supply contains relatively generous amounts of the nutrient and the food habits of most people are such as to supply the estimated needs. Serious practical problems occur, however, when recommended intakes exceed the usual intake of a large proportion of the population or of the current food supply. This is the situation for several nutrients. The questions which arise are: Is the evidence compelling enough to justify extensive programs to modify intake? Is the evidence compelling enough to fortify foods with such nutrients?

I also wish to emphasize that the ultimate decision as to an appropriate standard is a matter of judgment, hopefully informed judgment. While it is certain that the above depicted chain of events occurs, and disease inevitably follows a sufficient reduction in intake of an essential nutrient, the antecedent changes which signal a possible risk are not synonymous with disease nor necessarily lead to disease. Thus medical practitioners may conclude that the changes are irrelevant although this may be argued. In any event, the less "risk" one is willing to tolerate, the more arguable the standard will be and the more difficult it may be to obtain a consensus.

Science will always fail to provide clear "proof" when we attempt to establish standards related to minimal risk. Judgments must be made considering both benefits and risks. Such judgments may, therefore, vary under differing circumstances. A population with a relatively abundant food supply can easily afford standards which exceed those in other circumstances.

Similar arguments of course, are evident in attempting to make decisions about levels of toxic or potentially toxic elements that may be in the food supply or other parts of the environment. If we are to minimize risk, allowable levels will be below those which can be demonstrated to cause ill health. Projections are necessary and the scientific evidence is the only basis for such projections. Yet science cannot "prove" that an appropriate decision has been made and protagonists and antagonists of any position have a basis for argument. We believe that the decision must be balanced in favor of safety for the general public whether one is considering essential nutrients or toxic materials.

The U.S. and similar populations are now in the unique position in history where the primary nutritional issue is not obtaining enough food but too much. Few populations in history have had to deal with these problems and this may be a unique situation which will disappear as the increasing world population competes for diminishing world resources. As "The Global 2000 Report to the President" states "For hundreds of millions of the desperately poor, the outlook for food and other necessities of life will be no better. For many it will be

*Address before the American Association for the Advancement of Science, Toronto, Canada, Jan. 5, 1981. Printed with permission of the author.

worse [than it is today]." No doubt the more fortunate countries like the U.S. will escape or long delay the most serious problems related to food but the urgency of obtaining a more sufficient knowledge to cope with decreasing supplies of food in the future should be quite clear.

Nevertheless, the major nutrition problem of the U.S. and other affluent countries today is how to cope with a dietary pattern that has developed over the past several decades which provides not only excessive calories but also of other constituents of food for many—we believe the majority—of our population. Although there are skeptics and presumably always will be, the evidence is compelling that Americans, in general, would be better off if they decreased their consumption of fat, saturated fat especially, cholesterol, sugar, salt, and alcohol, and replaced some of the fat and sugar in our current diet with fruits, vegetables and products of cereal origin. The general recommendations developed by the USDA and DHEW (now HHS) were provided in the publication "Nutrition and Your Health; Dietary Guidelines for Americans." (see Figure 1, below)

The evidence behind these recommendations cannot be reviewed here. The most solid evidence relating dietary practice to the chronic diseases is available for coronary heart disease which now kills approximately 40% of Americans. The antecedent of coronary heart disease is atherosclerosis which occurs in some degree in practically all Americans. All of the evidence from animal experimentation, epidemiologic data, and clinical findings is consistent in showing that elevated serum cholesterol levels, specifically elevated levels of low density lipoprotein (LDL), are associated with and almost certainly causally related to atherosclerosis; that heart attacks are extremely rare in individuals who have low levels of LDL and little atherosclerosis; that the risk of heart attacks is linearly related to serum cholesterol levels or nearly so; and that serum cholesterol and LDL levels are responsive to diet, especially to dietary fat and cholesterol intake. Since risk of disease increases with each increment in serum cholesterol, there is no logical cut-off point to identify individuals at risk (see Fig. 2, p. 00). Since all agree that individuals with high cholesterol levels, however that is defined, should have special dietary advice, the same logic impels the conclusion that the average American has cholesterol levels which place him/her at some risk and, therefore, s/he should be advised to develop more moderate dietary habits.

It is important to note that a great many Americans are already aware of the risks imposed by high plasma cholesterol levels and the undesirable effects of high intakes of fat, saturated fat and cholesterol. Serum cholesterol levels have, in fact, fallen in the recent years. Coronary heart attacks have also decreased by about 20% in the past decade or so. The cause of this cannot be accurately ascertained, but it is relevant to note that consumption of cholesterol and saturated fat has decreased moderately, consumption of unsaturated fat has increased, more people are exercising, some have quit smoking, and more people are controlling their blood pressure. All of these should result in some protection against coronary disease and this is happening. Those who would reverse these favorable trends accept a very heavy burden of responsibility.

Dietary Guidelines for Americans

- **Eat a variety of foods**
- **Maintain ideal weight**
- **Avoid too much fat, saturated fat, and cholesterol**
- **Eat foods with adequate starch and fiber**
- **Avoid too much sugar**
- **Avoid too much sodium**
- **If you drink alcohol, do so in moderation**

Figure 1

It is important to point out that whereas all agree that high risk individuals should have dietary advice, a small reduction in serum cholesterol in the average American will have much greater effect on over-all mortality than similar results in high risk groups simply because there are so many individuals with average or only moderately elevated cholesterol levels.

Dietary recommendations to moderate fat and cholesterol intake would not be appropriate, except in very high risk individuals, if there was any indication that such recommendations placed individuals at greater risk of other diseases. This is simply not the case. Although the specific evidence is less extensive, there is substantial and growing evidence that high fat diets may also be causally related to several of the more prevalent types of cancer, and to obesity, diabetes and hypertension.

It should be emphasized that there is a very substantial difference in the etiology of the nutritional deficiency diseases and the chronic diseases. Most of the deficiency diseases, unless they are severe, respond readily to treatment. The chronic diseases represent the accumulative effects of adverse diet over long periods of time, treatment is expensive and may not be effective, and prevention and treatment may be quite different. It is certain, for example, that cancer cannot be cured by the removal of a carcinogenic agent from the diet. Whether atherosclerosis can be reversed by moderate dietary changes is uncertain. Thus the need to minimize risk over a life-time is particularly important. Since we tend to learn our dietary habits early in life and these tend to perpetuate themselves and are difficult to change once established, it is doubly important that general protective dietary habits and other appropriate life-styles be inculcated into the population as a whole rather than waiting until disease is evident.

Finally, it should be noted that an American who enters a supermarket these days probably has some 10–12,000 food items to choose from. The food supply is a kaleidoscope with many new foods entering and leaving the market place. This great diversity in kinds of foods available does provide some protection against the selection of an imbalanced diet but also makes the selection of such a diet increasingly possible. It is nearly impossible for us to keep track of the composition of foods. A "balanced diet" could presumably be defined in terms of a few food groups in years past, but how is that information to be conveyed to a consumer today?

The American food supply is the most abundant and one of the cheapest in the world today. Americans are healthier than they have ever been. This obviously does not mean that no improvements are possible. Some of the ways to achieve that are already evident, and continual progress must be made. This will require increased research from the most basic to the most applied. While the knowledge base from which logical decisions can be made must depend upon scientific inputs we also must have increased appreciation of the fact that decisions as to the most appropriate levels of nutrients, of toxic or potentially toxic materials, or of materials like fat, cholesterol, sugar, salt or dietary fiber to be recommended to the public cannot be "proven" to be correct. These inevitably depend upon informed judgment, projections from the evidence available and upon considerations of possible costs and potential benefits.

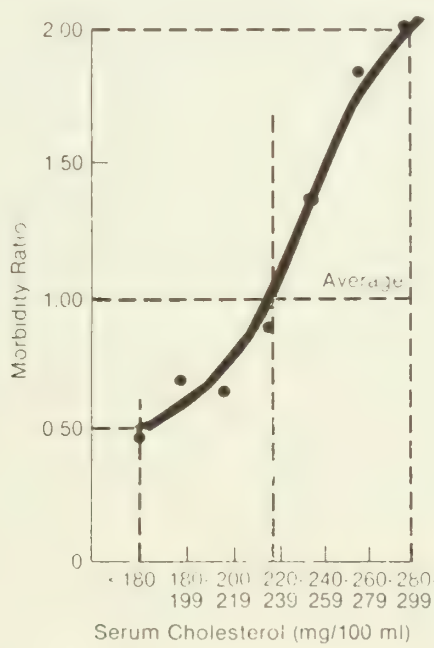

Figure 2

Risk of coronary heart disease during 14 year follow-up in the Framingham study for men age 30 to 49 years at entry as plotted against serum cholesterol level at initial examination. Morbidity ratio incidence rates for coronary heart disease for each subgroup divided by incidence rate for total population in Framingham men this age.

Malnutrition: A Case of Nutrient Excesses

Donald K. Layman
Assistant Professor
of Nutrition
University of Illinois

In developed countries such as the United States, I believe nutritional deficiencies have been virtually eliminated except for specific medical conditions and isolated cases of extreme poverty. The availability of safe foods of high nutritional quality in all regions of the country during any season encourages selection of a varied diet which will provide sound nutrition. Instead of deficiencies, developed countries may now be faced with a potentially serious problem of nutrient excesses. This situation is created at least in part by nutrition educators who frequently instill self-doubt in the lay public concerning their dietary practices, and the problem is fueled by "health" advocates advertising improved health or health protection with use of dietary supplements. Thus, individuals develop unrealistic expectations about the benefits of enriching their diet. It is clear to the majority of the general public that nutrients such as vitamins and minerals are essential to maintain health; however, few people realize that excesses of these nutrients are just as detrimental as deficiencies. In fact, for many nutrients, the symptoms of excesses are virtually identical to those of deficiencies.

Excess nutrient intakes can be considered in two categories. The most obvious category is specific supplementation of one or more nutrients to a diet. Generally, supplementation takes the form of a pill and occurs widely with vitamins A, E, and C and the mineral iron. The second category is overconsumption of either a specific food or a general type of foods. The nutrients most commonly overconsumed in the United States are protein, sodium, vitamin A, and fat or total calories. In some cases, overconsumption may be intentional as is the case for protein and vitamin A when individuals frequently go to great lengths and expense to add sources of these nutrients to their diets. In other cases, these excesses are not intentional as with sodium and fat. Most often these nutrients are consumed in excess due to poor food choices such as heavy use of convenience and fast foods.

To define a nutrient excess and establish a quantitative range of good nutrition, it is important to gain a clear understanding of the current dietary guidelines. Since World War II, at intervals of approximately six years, leading nutrition scientists gather under the direction of the National Research Council of the National Academy of Science to evaluate the available knowledge concerning human nutrition and to establish requirements. Initially the purpose of these recommendations was to provide the government with the knowledge necessary to feed large populations such as the military. A principal factor in defining many of these requirements was the average intake of each nutrient consumed by a population determined to be healthy. These estimates of average intake were used to establish the first recommendations called Minimum Daily Requirements.

In 1968, as the general public was becoming more interested in improving their diets and because of the misleading health significance suggested by the term "minimum daily requirement," the nutrition professionals elected to redefine their recommendations and to designate them the *Recommended Dietary Allowances.* The Recommended Dietary Allowances (RDAs) are defined as "the levels of intake of essential nutrients considered to be adequate to meet the known nutritional needs of practically all healthy persons." Therefore, the RDAs are suggested allowances believed to meet or exceed the needs of the majority of the population. Specifically, the RDAs are set by determing the average requirements and by adding a safety factor that is two standard deviations above these averages. These values encompass 97.5% of the population. The only exception to this rule is the recommendation for energy or calories which is left as the average intake. Thus, by definition, 97.5% of the population requires less than the amount specified by the Recommended Dietary Allowances. How much less for a given individual is an unanswered question. RDAs are meant for groups.

With this view of the RDAs, it should be more clear that the RDAs should be used as a guide for good nutrition. Many nutritionists are unconcerned about nutrient intakes that are two-thirds of the RDA values and virtually all individuals can achieve this range of nutrient intakes by selecting a diet which is varied. The RDAs can serve as a useful guide during meal planning; however, it is not essential for adults to consume the RDA for each nutrient every

day. Instead, each person should examine his/her diet to ensure that food items supplying the nutrients recommended in the RDAs are regularly included. As usual, the Basic Four Food Groups are useful guidelines to design meals which meet these needs. Again it is not critical that foods from each of these groups be included at every meal or even every day. Variety *is* important and the recognition that pills or other supplements are *not* needed is also important. Megadoses of nutrients are used as medicine, not food.

A problem inherent to establishing nutrient recommendations is that many individuals will interpret these values as sacred and assume that their normal diets do not provide adequate nutrition for good health. These individuals are easily persuaded to consume supplements. Diet supplements usually provide the entire requirement for one or more vitamins and minerals. Thus individuals consuming a normal diet plus a daily supplement will most likely consume at least double their requirements. Presently, the information available about the effects of nutritional excesses is limited. For some nutrients, including vitamins A and D and the mineral zinc, toxic effects of intakes at levels of 10 to 100 times the RDAs are known. While these levels are sufficiently high that they are not of concern to individuals consuming a normal diet, these levels can be obtained easily with supplements or overconsumption of specific foods. Virtually no information is yet available concerning the effect on health of daily intakes that are two to five times the RDA levels for most nutrients.

The nutrients most commonly supplemented are vitamins C, A, D, and E and the minerals iron and zinc. Probably the nutrient posing the least risk is vitamin C, which is widely consumed for prevention of the common cold, although nutritionists have not demonstrated its effectiveness. Vitamin C is one of the group of vitamins that is water-soluble and therefore excesses are believed to be routinely eliminated through the kidneys. While specific problems due to excess vitamin C have not been proven, the pathway for elimination of ascorbic acid (vitamin C) includes conversion to oxalic acid in the kidney prior to excretion. Oxalic acid is a primary component of kidney stones, and there is concern that the high doses of vitamin C suggested by advocates (20 to 150 times the RDA) may increase the potential for stone formation.

Another potential problem of excess consumption of vitamin C and likewise vitamin B_6 is nutritional dependency. Since both of these vitamins are water-soluble, the body appears to have a great capacity to eliminate excesses. However, the body does this essentially by causing its normal processes to become highly wasteful. Thus, by causing the body to adapt to high intakes by becoming inefficient in the use of these vitamins, the body becomes dependent on these higher intakes. The best example of this is during pregnancy; mothers consuming high intakes of vitamin C or B_6 can give birth to an infant that will develop frank deficiency of these vitamins even while receiving normal intakes. Thus the infant exhibits a dependency related to the higher intake of the mother.

Excess intakes of the fat-soluble vitamins A, D, and E are generally more serious since excesses of these vitamins are stored in body fat, such as found in the liver and adipose tissue, and can accumulate until toxic levels are reached. Both vitamins A and D are well characterized as highly toxic when consumed in excess. Daily intakes of vitamin A as low as 10 times the RDA for six months have been shown to cause weight loss, hydrocephalus, and vomiting. These intakes are not unrealistic since levels of vitamin A from 10 to 20 times the RDA have been prescribed to treat skin disorders (normally, with little success). Intakes of one-half the adult amount for 30 days can cause toxic effects in infants. High intakes of carotenoids, a form of vitamin A found in carrots, can produce yellow skin, but no clinical symptoms have been observed.

Vitamin D is also toxic under conditions of chronic excesses. Intakes of 75 times the RDA or *long-term* accumulations of lower intakes are toxic in adults. Vitamin D toxicity will cause renal and heart damage due to hypercalcemia and subsequent deposition of calcium in these tissues. Excess vitamin D will cause growth retardation in children at levels as low as four to five times the RDA.

Vitamin E is clearly the least toxic of the fat-soluble vitamins. Excesses are known to accumulate in body fat stores, and long-term studies of intakes of vitamin E in excess of the requirement are not available. Presently, there is some indication that excesses of vitamin E may reduce blood clotting; however, this remains equivocal.

Most minerals are toxic in excess. The majority of our knowledge about mineral toxicity is derived from cases of industrial contamination of water or air. Fortunately, supplementation of minerals has received less attention by the public. The only two minerals that are commonly

supplemented are iron and zinc, and each can be toxic. Of the two, iron is the least dangerous because the body has elaborate mechanisms to control and store excess iron. However, these mechanisms can fail, causing hemochromatosis, which results in cirrhosis of the liver and spleen, diabetes, and hyperpigmentation of the skin. Excess iron in the blood may also increase susceptibility to infection by stimulating pathogenic organisms. Zinc is known to be highly toxic in cases of industrial contamination, causing fever, nausea, vomiting, and diarrhea. Toxicity due to dietary intake has not been reported.

Overconsumption of fat, total calories, protein, and sodium occurs in the majority of the people in the United States. In each case the total significance of these high intakes is unclear. However, it is clear that diets containing excess fat and total calories are directly associated with obesity and coronary heart disease; that animal studies indicate that high protein intakes decrease life expectancy and increase the incidence of kidney failure and tumors of the gastrointestinal tract; and that high intakes of salt (sodium chloride) contribute to or cause hypertension or high blood pressure in some individuals.

The time has arrived for nutrition researchers to define upper as well as lower levels of nutrient intakes. I consider a range of intakes for most nutrients from approximately two-thirds of the RDA values up to twice the RDA values to be safe. However, for some components of the diet such as protein and calories, excesses of twice the RDAs are most certainly detrimental to health if maintained for long periods.

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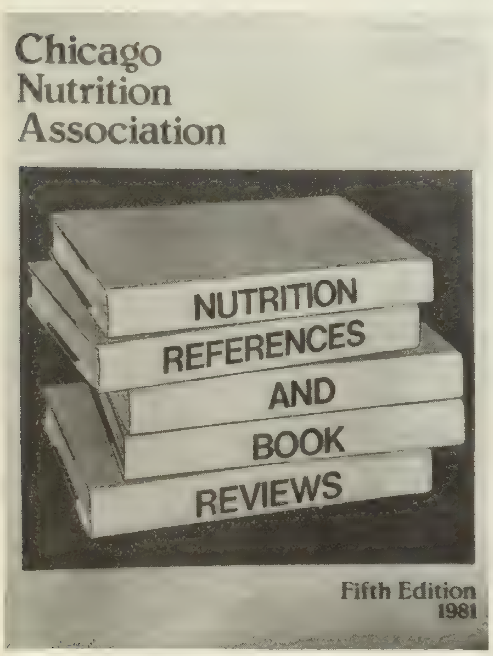

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The Editor

Ideas for Nutrition Education and Some Pertinent Research

Wendy L. Way
Assistant Professor
Home Economics Education
University of Wisconsin
Madison, WI

Susan A. Nitzke
Lecturer
Department of Nutritional Sciences
University of Wisconsin Extension
Madison, WI

Few home economics educators today would dispute the notion that providing nutrition education is one of their most important charges. Fewer still would dispute the claim that doing so in a manner that is at once motivating and effective is one of their most challenging tasks. Do your students doze during lessons on Basic Food Groups? Do the categories of nutrients completely put them to sleep? Five categories of recent research related to teaching nutrition seem to have special promise for making nutrition education a more rewarding experience for all concerned. These include use of the nutrient density concept, cross-age teaching, parental involvement, media techniques, and technology-based approaches.

The Nutrient Density Concept

Nutrient density is a fairly simple method of assessing a food's nutritive value by determining the ratio of nutrients to energy (calories) present.* This concept provides a more flexible method of illustrating and examining ways to achieve a balanced diet than does use of categorical food groups. For example, one can easily examine ways in which fats and sugar dilute overall nutritional quality of foods as well as ways a balanced diet can be achieved by persons who prefer a vegetarian or culturally different eating pattern.

$$\text{*Nutrient Density} = \frac{\%\text{ RDA for Nutrient}}{\%\text{ of Recommended Energy}} \times 100$$

$$\%\text{ RDA for Nutrient} = \frac{\text{Amount of Nutrient Present in Food}}{\text{RDA for Nutrient}} \times 100$$

$$\%\text{ Recommended Energy} = \frac{\text{Calories in Food}}{\text{Total Daily Calories Recommended}} \times 100$$

The success of the nutrient density concept in improving knowledge and eating habits of learners has begun to be shown through research. Brown, Wyse, and Hansen[1,2] developed and tested a nutrition education curriculum for the elementary grades using picture food profile cards to illustrate nutrient density. They found the children in their sample were quite capable of grasping the concepts and showed positive gains in nutrition knowledge. Meyers and Jansen[3] reported similar positive results with fifth grade students when they used a nutri-planner in an abacus-like design to illustrate nutrient versus calorie contributions of various foods that might be included in a meal. The concept was further found to be effective in

Editor's Note: The Comparison Cards of the National Dairy Council make visible the nutrient density concept when the grey calorie bar on the chart for each food is compared with the colored bars indicating values for eight nutrients. Students might also compare figures representing the % of the RDA of calories (energy) a food contains with the % of RDA of the other nutrients as shown in tables such as those in *Nutrition Labeling: Tools for Its Use.* (See p. 00)

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enabling 4-10 year olds to analyze foods advertised on television when displayed in graphic form inside a robot-like figure named the "Nutrition Computer."[4] Indications thus far are that the concept can be successfully illustrated and employed in a variety of ways. Though further research is needed, junior and senior high school teachers should also find it useful directly with students in their classes or as a tool their students could use in working with younger children in settings such as pre-school laboratories. One such possible teaching technique using nutrient density basics was suggested in a recent issue of *Illinois Teacher*.[5]

Cross-Age Teaching

The old saying that one of the best ways to learn something is to teach it has recently been borne out in two nutrition education studies involving cross-age teaching (participation of students in planning and teaching a subject to students of a different age group). When a group of eighth grade girls in Connecticut taught activity-based nutrition lessons they had designed to fourth and fifth graders, these students showed not only gains in nutrition knowledge but more positive attitudes toward food following the experience.[6] In another study, in which Rhode Island high school students taught younger children and older adults, it was found that students in the experimental cross-age teaching group performed significantly better on a nutrition knowledge test than did students in a comparable control group. In addition, during the period of the study fewer discipline problems were reported in the experimental group, a marked positive change in attitudes toward the elderly occurred, and students' school attendance increased by 5% over the previous instructional period.[7] Thus, it appears cross-age teaching has great promise for nutrition education. One successful project, undertaken by the Illinois state association of FHA/HERO involving cross-age teaching as well as peer education was recently described in *Illinois Teacher*.[8] Another similar teaching-learning activity was recently discussed in *Forecast for Home Economics*.[9]

Parent Involvement

Though little research has dealt directly with the effect of parental involvement on nutrition learning, two recent studies suggest that developing linkages with parents may produce positive results. Kolasa et al.[10] surveyed over 100 families in an attempt to determine the appropriateness of designing home-based education programs including nutrition education. All families surveyed indicated that they did make an effort to facilitate learning within the home. The researchers concluded it was therefore appropriate to design home-based programs for nutrition education and recommended strengthening linkages between the home and both formal and more informal educational programs. In another study involving parents of third grade students in nutrition education, some significant differences in children's nutrition behavior were found between a control group and an experimental group involving parents. These included greater consumption of vegetables at lunch and greater participation in the school lunch program by students whose parents participated in the program.[11]

Media Techniques

Several approaches to nutrition education involving various kinds of media have shown positive results. Mapes[12] developed a fantasy-type comic titled Gulp based on a survey of major nutritional concerns of teenagers. Evaluation of its use with secondary school students, a 4-H group, and teens at a camp indicated almost 90% of students aged 14–18 "got the intended messages." In Florida, Axelson and DelCampo[13] tested the effectiveness of radio, television, and brochures in imparting nutrition knowledge to teenagers. Teens in the experimental group involving media showed greater pretest-posttest knowledge gains following the media campaign than did a comparable group of teens in a control group 150 miles away. Home

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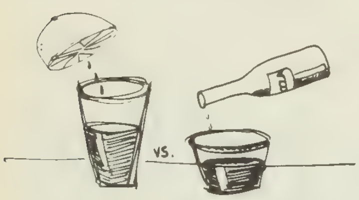

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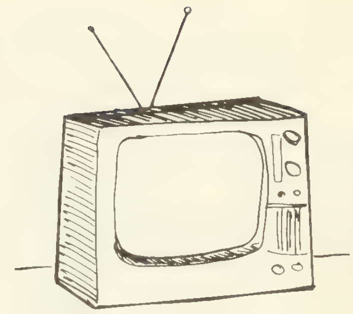
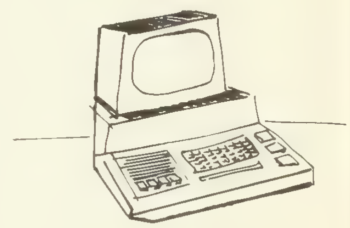
economics educators and their students may well want to take greater advantage of using media in their teaching and learning. Possibilities include use of not only local radio and television but school broadcast systems (intercoms and videotapes), local and school newspapers, and other printed media such as pamphlets, flyers, and posters.



Technology-Based Approaches

Researchers at Massachusetts Institute of Technology[14] recently tested the effectiveness of electronic feedback technology in teaching nutrition. During four nutrition slide shows, members of the audience voted anonymously on questions raised via hand-held switches. Following the presentations, participants as young as junior high school age were able to supply 86–92% correct answers on questions testing nutrition knowledge. Further, 50% of the participants reported that the voting technology encouraged them to participate in group discussions more than usual.



Several studies conducted over the past few years at the University of Wisconsin-Madison[15] have resulted in development of the Nutrient Adequacy Reporting System (NARS) by which dietary intakes can be quickly analyzed for adequacy by computer. Other similar programs have been developed including DIET, a computer program to help Michigan students evaluate their diets,[16] and LEAN (Learning about Eating Activity and Nutrition), an interactive computer program designed by the University of Minnesota to help individuals understand energy balance.[17] With the growing availability of electronic hardware such as computers in educational institutions, home economics educators may well want to explore some of the many options available for using it in providing nutrition education. Though this has begun,[18] it seems likely that potentials for use will be even more greatly expanded in the years to come.

The teaching of nutrition can thus be looked upon as an arena for the utilization of innovative and stimulating educational techniques. Recent research provides models for successful methods that can be adapted to a variety of learning situations.

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Nutrition—A Practical Approach

Carol P. Ries
Assistant Professor
Foods and Nutrition
Education
University of Illinois

Public awareness of the relationship between diet and health is increasing. Recent surveys regarding consumer knowledge of nutrition, however, indicate a lack of understanding of many nutrition concepts and an overall inability to apply what knowledge they do have to the selection of foods (1).

Such confusion about food choices is not surprising considering the enormous amount of information that must be mentally processed in order to make rational decisions about food. With more than forty known nutrients and an estimated 11,000 different food products available in supermarkets (2), consumers justifiably need assistance in their day-to-day food choices! We can help to provide that assistance by strengthening our teaching of the practical application of nutrition knowledge to food selection.

The classical approach used to translate the technical language of nutrients and recommended dietary allowances into everyday eating terms has been to classify foods into groups on the basis of their similar nutrient content. The food group system most recently developed (3,4) divides commonly eaten foods into five groups: (1) Vegetable-Fruit Group, (2) Bread-Cereal Group, (3) Milk-Cheese Group, (4) Meat-Poultry-Fish-Beans Group (includes eggs), and (5) Fats-Sweets-Alcohol Group.[1]

[1]Food group names are from the USDA Daily Food Guide. Although foods are classified the same in the National Dairy Council's Guide to Good Eating, food group names are somewhat different.

The simplicity of this food group approach to food selection does make it a practical guide for individuals of various ages and walks of life. Methods of nutrient comparisons involving the use of food composition tables and Recommended Dietary Allowances are too complex and tedious to be practical for daily use. With the Daily Food Guide, food intake can be quickly and easily planned to "meet" the food group recommendations, and individuals can begin to learn which foods are similar nutritionally.

The overall usefulness of food groups is extremely limited, however, without additional knowledge and understanding beyond the simple food group concept. Memorization of the food groups along with the recommended number of servings in each group is not sufficient for the complex food decisions that face each of us every day. Educators using the food group approach as the foundation for their teaching must help students realize the importance of knowing both the similarities and the considerable variation possible in nutrient content of foods within each group along with the approximate serving sizes recommended.

Nutrient Similarities and Serving Sizes

Foods are classified into the five groups according to the nutrients for which the foods are major sources. Thus, foods in the milk-cheese group provide high quality protein, riboflavin, and calcium, and those in the meat-poultry-fish-beans group provide high quality protein, thiamin, niacin, and iron. Fruits and vegetables provide certain vitamins and minerals and fiber; and breads and cereals provide carbohydrate, protein, thiamin, niacin, and iron. Foods in the fats-sweets-alcohol group provide mainly calories from carbohydrate and fat. Although these are the major nutrient contributions of each food group and are the basis for classification, individual foods contain other nutrients as well.

Even with the nutrient similarities, equal amounts of one food cannot be substituted nutritionally for another in the group due to differences in the concentration of nutrients. An understanding of the standard serving sizes of foods recommended[2] in each group is necessary in order to determine appropriate food substitutions (3,4).

Vegetable-Fruit Group:

Count ½ cup cooked or juice (1c. raw) as a serving, or a typical portion—one banana, one orange, half a medium grapefruit or cantaloupe, juice of one lemon, a wedge of lettuce, a bowl of salad, and one medium potato.

Bread-Cereal Group:

Count as a serving 1 slice of bread, ½ cup cooked cereal, cornmeal, grits, macaroni, noodles, rice, or spaghetti; or 1 oz. (1c.) ready-to-eat cereal.

Milk-Cheese Group:

Count as a serving one 8-ounce cup of milk or plain yogurt, 1½ ounces Cheddar or Swiss cheese (natural or processed), 2 ounces of processed cheese food, 4 tablespoons of Parmesan cheese or processed cheese spread, 1½ cups of ice cream or ice milk, and 2 cups of cottage cheese.

Meat-Poultry-Fish-Beans Group:

Count as a serving 2 ounces of lean, cooked meat, poultry, or fish without bone, two eggs, 1 cup cooked dry beans, dry peas, soybeans or lentils, 4 tablespoons peanut butter, and ¾ cup nuts, sesame seeds, or sunflower seeds.

Educators must help students realize that these standard serving sizes are not necessarily comparable to the amount of food an individual would typically eat at one time. For example, it is unrealistic to assume that the two cups of cottage cheese needed to provide the calcium equivalent of one cup of milk would be consumed in one meal! But it is realistic to assume that several "partial" servings of cottage cheese and other foods in this group could be added together to provide the recommended number of servings.

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[2]The suggested number of standard size servings for adults provide about 1200 calories. Additional or larger size servings are recommended for individuals with higher energy needs.

Nutrient Variations

Although foods within each food group are similar in nutrient content, considerable variation also exists because of each food's individual nutrient content. Educators must, therefore, stress the importance of selecting a wide variety of foods and must emphasize food sources of the individual nutrients. The following list illustrates amounts of foods that would be approximately equivalent in iron (5). The tables included in the following section on food costs indicate similar equivalents for protein, calcium, vitamin A, and vitamin C. Approximate equivalents could be determined for other nutrients as well using food composition tables. Classroom activities that include such calculations can help students identify food sources of individual nutrients and can facilitate understanding of relative differences in the nutrient content of foods within groups. By comparing the amounts of food specified with the amounts people would usually eat, students will discover the impracticality of relying on a single food source for many of the nutrients, thus reinforcing the importance of eating a wide variety of foods.

Iron Equivalents
(25% USRDA)

cereal, 100% fortified	1/4 oz
beef liver	2 oz
beef, lean	3 oz
molasses, blackstrap	1 1/2 T
pork, lean	3 3/4 oz
beans, navy, dry	3/4 cup
prunes, dried	16
raisins	1 cup
bread, enriched	8 slices

Food Costs

Food is rarely selected just for its nutritional value. For many people the cost of food is becoming increasingly important. Fortunately, with careful selection, nutritionally adequate diets can be purchased at a wide range of costs.

Americans generally spend more for foods from the meat-poultry-fish-beans group than for foods from any of the other groups (6). Emphasis is often given to this food group since meat and meat alternates are usually the focal point for selecting other components of our meals. Since the range in food costs in this group is great, however, careful selection can result in worthwhile savings. Table 1 (adapted from 7) illustrates how the cost of protein from various foods in this group can be calculated and compared. (Note that for these calculations the current prices must be expressed as cost per pound.) Although actual dollar costs of these foods have changed over time, the relative position of each food has generally remained unchanged (8). Cost comparison activities in the classroom can be worthwhile, therefore, as long as we concentrate on relative differences rather than on actual costs. We must also stress that although protein is frequently the nutrient of comparison for foods in this group, the other nutrients provided and the protein contribution from foods in the milk-cheese and bread-cereal groups should also be considered.

Similar variations in cost also occur in each of the other food groups. Table 2 illustrates the wide variation in costs of calcium from various foods in the milk-cheese group. While calcium content is only one factor to consider when selecting foods from this group, this comparison shows that milk is clearly a more economical source of calcium than any of the alternatives!

Because costs of fruits and vegetables fluctuate considerably due to locality and to season of the year, generalizations about relative cost differences are less valid for foods in this group. Costs of individual nutrients from these foods can be calculated, however, using current local prices and information on approximate yield per market unit (9) and nutrient content (5). Tables 3 and 4 illustrate how this can be done for vitamins A and C. Similar charts could be constructed for other nutrients and additional foods could be added depending on the comparisons desired. A comparison of these costs calculated at various times of the year will

emphasize the importance of considering the seasonal fluctuations in prices of fresh produce when making food choices.

Although foods in the bread-cereal group are relatively inexpensive compared to foods in the other groups, comparative shopping among the many varieties and brands can still be worthwhile. For example, the cost of one-half cup of cooked white rice now ranges from 4 cents for long grain enriched, to 7 cents for converted, all the way up to 30 cents for the instant varieties! Label information on nutrient content, serving size, and number of servings per container along with the price can be particularly useful in making cost comparisons of foods in this group.

Food decisions are exceedingly complex. Nutrition and food cost are just two of the many different factors that influence individual choices. The taste, availability, and preparation convenience of food along with psychological and sociological factors influence food decisions to varying degrees for different people and on different occasions. We cannot tell people which choices are "best." We can only strive to increase their awareness of the complexities of their decisions and help them develop the nutrition understanding and the problem-solving skills necessary to make prudent judgments about food. Let's start in our classrooms!

Table 1 **NUTRIENT COST COMPARISON FOR PROTEIN**

	Serving Size to Provide 14g Protein	Current Cost/lb ÷	Grams* Protein/lb =	Cost/g Protein x 14 =	Cost/14g Protein
Dry beans	1 c, cooked	$ .74	101	$.007	$.10
Beef liver	8-9 serv/lb	.98	120	.008	.11
Braunsweiger	4-5 serv/lb	.59	67	.009	.12
Eggs, large	2	.53	59	.009	.13
Chicken, whole	5 serv/lb	.69	70	.010	.14
Tuna, chunk light	3 serv/6 oz can	1.19	110	.011	.15
Turkey, whole	4-5 serv/lb	.99	66	.015	.21
Ham, whole	4-5 serv/lb	1.09	68	.016	.22
Peanut butter	3 1/2 T	1.82	114	.016	.22
Hamburger	5-6 serv/lb	1.89	81	.023	.33
Salami, dry	7-8 serv/lb	2.59	108	.024	.34
Pork chops	4 serv/lb	1.58	61	.026	.36
Chuck roast (blade)	4-5 serv/lb	1.89	62	.030	.44
Frankfurters	2 1/2 (10/lb)	1.79	57	.031	.44
Round steak	6 serv/lb	2.79	88	.032	.44
Bologna	4-5 sl (18 sl/lb)	1.99	55	.036	.51
Bacon	7-8 sl (20 sl/lb)	1.39	36	.039	.54
Sirloin steak	5 serv/lb	3.09	71	.044	.61
Rib Roast	4-5 serv/lb	2.99	62	.048	.68
Sardines	2/4 oz can	4.52	93	.049	.68

*Grams protein/lb taken from USDA Agriculture Handbook #456, Nutritive Value of American Foods in Common Units.

Table 2 **NUTRIENT COST COMPARISON FOR CALCIUM**

	Serving Size to Provide 35% USRDA	Current Cost/* Market Unit ÷	Servings/ Market Unit =	Cost/ Serving
Non-fat dry milk	1 c, reconstituted	$ .32/qt	4	$.08
Skim milk	1 c	.52/qt	4	.13
2% milk	1 c	.56/qt	4	.14
Whole milk	1 c	.60/qt	4	.15
Cheddar cheese	1 1/2 oz	2.58/lb	10.7	.24
Ice cream	1 1/2 oz	1.59/1/2 gal	5.3	.30
Yogurt, plain	1 c	.45/8 oz	1	.45
Cottage cheese	2 c	.95/16 oz	1	.95

*Current local prices, Spring 1981.

Table 3	NUTRIENT COST COMPARISON FOR VITAMIN A			
	Serving Size to Provide 100% USRDA	Cost/* Market Unit ÷	Servings/** Market Unit =	Cost/ Serving
Carrots, fresh	1/3 c, cooked	$ .49/lb	7	$.07
Spinach, canned	1/3 c	.47/16 oz	6	.08
Pumpkin, canned	1/3 c	.55/16 oz	6	.09
Sweet potato	1/2 med	.69/lb	6	.12
Cantaloupe	1/4 melon (5")	1.19 each	4	.30
Acorn squash	1/2 c, cooked	.79/lb	2	.40
Broccoli, frozen	1 c, cooked	.72/10 oz	1.5	.48
Tomatoes, canned	2 c	.53/16 oz	1	.53

Table 4	NUTRIENT COST COMPARISON FOR VITAMIN C			
	Serving Size to Provide 100% USRDA	1981 Cost Market Unit ÷	Servings/* Market Unit =	Cost/ Serving
Orange juice, frozen	1/2 c, reconst.	$ .55/6 oz	6	$.09
Cabbage, raw	1 1/2 c	.29/lb	2.5	.12
Tomato juice, canned	1 1/2 c	.86/46 oz	3.9	.22
Strawberries, raw	2/3 c	1.38/qt	6	.23
Broccoli, frozen	1/2 c cooked	.72/10 oz	3	.24
Grapefruit section, raw	3/4 c	3/1.00	4	.25
Potato, baked	2 med	.42/lb	1.5	.28
Cantaloupe	1/3 melon (5")	1.19 each	3	.40
Tomatoes, raw	1 1/2 med	.79/lb	2	.40
Cauliflower, raw	1 c	.84/lb	1.5	.56

*Based on information provided in AHEA Handbook of Food Preparation, Seventh Edition.

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An Experiment in Nutrition Education with Eighth Graders

Mercedes Schmieder Meyers
Extension Adviser, Home Economics
Kane County, IL
Formerly
Home Economics teacher
Westchester, IL

At junior high school level the question of relevant nutrition programming arises each year for the concerned teacher. The purpose of this study was to develop and present a nutrition education program for eighth grade students which would improve their nutrition knowledge and influence their attitudes toward learning nutrition through the use of innovative educational techniques.

Participants were 177 eighth grade boys and girls attending the four public schools of Westchester, Illinois. A six week nutrition education program was developed and presented as a part of the Home Economics program. The 87 students in the experimental group received one hour per week of nutrition education and the remaining time was spent on the regular food preparation curriculum. The control group of 90 students received Industrial Arts education during that time period.

[1]Spitze, H.T., "Curriculum Materials and Nutrition Learning at the High School Level," in *Journal of Nutrition Education*, vol. 8, no. 2 (Apr-June 1976) p. 59-61.

[2]The Calorie Game and The Nutrition Game are available from the Graphics Company, 1107 W. University Avenue, Urbana, IL 61801. $15.00 each plus postage.

[3]See *Illinois Teacher*, vol. XVII, no. 3 (Jan-Feb 1974) p. 146.

The present study was a partial replication of the study done at high school level by Spitze[1] in 1974. Instructional materials and techniques that were used in the unit included: The "Calorie Game"[2], the "Nutrition Game", "For Lack of Nutrients" (an original dramatization), "What's in the Box?"[3] (an example of inquiry techniques), the "Anemia Game", and "Recognizing One-Nutrient Deficiencies." Lessons plans formulated for each day included generalizations, learning experiences, lead questions, and teaching aids to achieve lesson objectives. Tools for evaluating change included the Nutrition Knowledge Test, the Nutrition Opinionnaire, and an anonymous letter written to the instructor, all adapted from Spitze's instruments.

Students were randomly assigned to experimental and control groups. Pretests were administered before the application of the experimental and control treatments, posttests were administered at the end of the treatment period and again to the experimental group eight weeks later.

There was a statistically significant improvement in the scores on a nutrition knowledge test administered after the presentation of a six hour education unit, and the knowledge was retained, as measured by the re-test 8 weeks later. Attitudes, measured by nutrition opinionnaire and anonymous letters, showed that many students had positive feelings about learning nutrition, but the changes were not statistically significant.

It can be concluded that an eighth grade nutrition education program can effect tendencies toward positive change in the area of nutrition knowledge and that positive attitudes toward learning nutrition can be maintained if appropriate teaching techniques are used.

Comments by students at the end of the study included:

"I think playing a game is a good idea, a nice change from reading books and taking tests. I learned a lot from the games."

"Your classes are fun and interesting."

"I hope we play 'What's in the Box?' again."

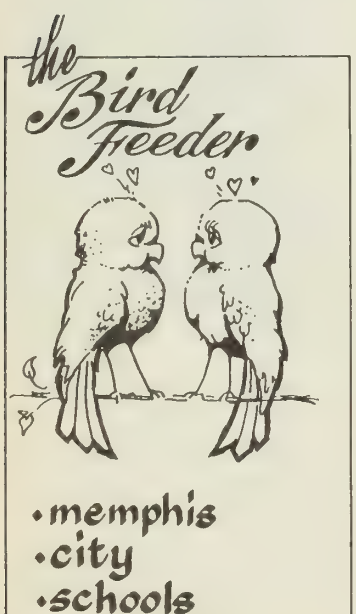
"So far Home Economics is better than I thought."

"I like to learn about what I'm eating."

"The Calorie Game was fun. It was a lot better than doing worksheets."

Alice Chandler
Home Economics Teacher
Treadwell High School
Memphis, TN
Tennessee 1981
Teacher of the Year

"The Bird Feeder" an occupational foods program in high school



The Bird Feeder is a "tea room" in the Home Economics Department of Treadwell High School where students in grades 11 and 12 learn skills, attitudes, and knowledge to become employable in the food service industry.

Students today must prepare for tomorrow. In recognition that in the past decade the food service industry has grown to be one of the nation's largest industries, we developed food production and service courses to help students master quantity cookery, safety, sanitation, and management.

Our program is a two year, five-credit course enabling students to enter the job market at various steps on the career ladder. It includes both classwork and on-the-job-training as well as field trips to have dinner in well known restaurants.

On our job rotation chart every student, regardless of sex, (there are twice as many males as females) has a place in 15 kinds of jobs for at least a week. The duties of each are specified and some general duties for all are given.

An evaluation sheet is marked daily and used as the basis for weekly grades.

The Bird Feeder is open four days a week and reservations are required on Tuesdays and Thursdays. In addition, the class operated a carry-out bakery, catered parties, prepared meals for special groups, and baked foods for the Mid-South Craft Fair.

Students have been lavish in their praise of the course, one even insisting that it had "changed my life." Recognition is given at an annual Awards Banquet. Some graduates have well paid jobs in the industry.

Name ____________________ Date ____________

	M	T	W	TH	F
Wore lab coat					
Wore hair restraint					
Did jobs without being told					
Had a good attitude					
Helped others when needed					
Cleaned work station					
Was cooperative					
Followed instructions on recipe and from instructor					

+ excellent
\ good
– fair
0 not at all

For further information see article in Journal of Home Economics, Summer 1981, and/or write to me at 920 N. Highland, Memphis, TN 38122.

The Middle School Teacher Speaks...

Foreign Cooking for Eighth Graders

Kelleen Jensen
Home Economics Teacher
Douglas Middle School
Douglas, Wyoming

Foreign cooking is a nine week elective for eighth grade boys and girls at the Douglas (WY) Middle School.

We review some cooking basics, discuss students' food preferences and customs and what has influenced their choices. Students learn about table manners, foreign food terms, and how to read a menu. We look at restaurant menus for prices, food terms, the type of restaurant and unique dishes offered. Each student uses the microwave to make a snack, and students learn about cooking with spices.

Our first cooking project is simple: international cookies. Students create cookie baskets in which to place their baked cookes and give them to members of the faculty.

I give the students a map of the six areas that we study: France, Switzerland, Germany, Italy, Mexico and the Orient. We discuss the cultures, topography, cities and the foods of each country. After our discussions, we have a simple cooking lab for that country and teach a basic concept in each cooking experience. We include French toast and emphasize protein cookery. We prepare French chocolate, beef fondue, dessert fondue, German meatballs and noodles, pizza, and kabobs.

I showed slides that I had taken when I visited some of these countries. We had a cheese tasting party. We talked about pasta and conducted macaroni experiments. We went to the Pizza Hut where the manager gave the students tips on how to make their pizzas. I had guest speakers, one of whom was a man, to demonstrate Oriental and Mexican recipes. I feel that it is important for students to know that men like to cook, too.

The last cooking project is a Mexican meal. Students learn about variety in meal planning, good nutrition in a meal and preparing a grocery list. They find their own recipes for the meal. They go to the grocery store and purchase their groceries for the meal. I make students totally responsible for getting the correct amount of groceries. If they forget some food, they must work out a solution.

Students must also make an invitation and invite a guest for this meal. Good table manners and a table set with the theme of the meal are included in this project. The Mexican meal is an enriching experience for the students. It gives them an opportunity to be creative both in planning a menu and in the table setting.

The foreign cooking class has been very successful for the eighth grade students. I am pleased with the enthusiasm and the positive attitudes the students possess. I find this class to be very rewarding and enjoyable.

Ideas from Student Teachers...

Donna Kwirant
Mary Maibusch
Student Teachers
Home Economics
Education
University of Illinois

CONCENTRATION—A Game to Teach Nutrition

Objectives:

- Students will be able to identify some relations between body functions and nutrients.
- Students will increase their interest in and appreciation of nutrition and body functions.

Examples of Principles of Nutrition to be Taught:

- Protein helps to build, repair, and maintain body tissue.
- Vitamin C helps the body absorb iron.
- Carbohydrates provide the only type of energy useful to the brain.
- Some of the B-vitamins play a part in the production of energy from food.
- Iron helps prevent one type of anemia.
- Calcium is a major mineral of bones and teeth.
- Iodine helps to regulate the thyroid gland.

Materials Needed:

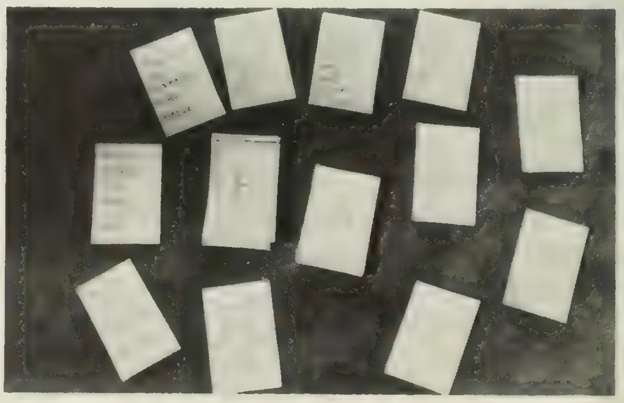
- Cards bearing either a nutrient or its function in the body.
- The "function cards" should be one color and the nutrient cards another color.

Rules of Play:

1. The cards are laid face down on a table (or the floor).
2. Each student takes a turn and picks up one card of each color.
3. A student turns over one card, then another one. If the cards match, (i.e., the nutrient and the function), the student places them face up on the table beside him/her and picks up two more cards.
4. There can be more than one function card for each nutrient. If a student turns over a function card that matches a nutrient s/he has already matched, the student may place the function with that set.
5. If the cards do not match, the student turns the cards face down in their original place. It is now the next student's turn.
   HINT–Each student concentrates on the placement of the cards.
6. The game is completed when all the nutrients and function cards have been matched. If nutrient cards run out, students continue to match the function with a previously matched nutrient.
7. The winner is the student with the most cards.

Suggestions:

- Students can make up new cards as they learn more about nutrition.
- The sources of the nutrients can also be added as a third type (and color) of card to make the game more challenging.
- An alternative way to play is to use teams.



Gardening and Nutrition Education

What effect do home vegetable and fruit gardens have on nutritional status? How can we use gardening in nutrition education?

According to a recent Associated Press report* 34,000,000 households, 43% of all in the United States, produced some or all of their own vegatables in 1980. Eight million more raised vegetables in containers on porches and patios. At the peak of World War II in 1943 when Victory Gardens were flourishing, there were 18,000,000, or 49% of all households, with food gardens.

"Gardening is one of America's most popular leisure activities—ahead of tennis, jogging, and golf." It is also part of the fight against inflation.

Jack Robinson, president of Gardens for All, Burlington, VT, says that "the home is again being viewed as a center for production, not just for consumption."

The AP report also said that the typical yield from a garden 22x30 feet (average size in 1980) was 597 pounds, worth $460. Most gardeners freeze or otherwise preserve some of the harvest for winter use when prices are higher.

Gardening has value for child development, too, as young children experience the cycle of life from seeds to seeds again, as they learn new skills, feel pride in new accomplishments, and try new foods they have grown themselves. It is an activity for all ages, including the elderly, and can encourage family "togetherness."

If the school situation allows for the possibility of a garden, why not try it? If not, how about field trips to see how vegetables grow in backyards? Or students could interview gardeners to find out why they garden, how much money they save, how much time it takes, what the input cost is, how much they preserve for winter, whether they like home grown produce better, whether they feel that their diets are better because of the garden. They might also speculate about the energy that is saved when vegetables don't have to be transported and stored and whether gardeners are less likely to be overweight. And they might investigate the relative nutritive values of fresh-from-the-garden produce and that which has been transported and stored. In comparing flavor they might discover that some vegetables they thought they didn't like are really quite delicious. Further, they might discuss the control one has over additives, including salt, when one produces one's own food.

The Editor

The editor picking lettuce in her own 18′ x 18′ garden with her husband tending his tomatoes (Later in the season the tomatoes grew to the top of their "cages") In this space she raises more than half the vegetables needed for the year, this year ten different kinds The grass clippings spread between the rows saved a lot of weeding!

Picking broccoli and thinning carrots provided exercise in June (If a bad back won't let you stoop you *sit* to garden!)

*Champaign-Urbana, IL, *News-Gazette*, February 8, 1981, page B-12

Resources Available

Reviewed by the Editor

Food...Your Choice Level 4—Home Economics (Grades 7–10), National Dairy Council, 6300 N. River Road, Rosemont, IL 60018.

Price varies at different units around the country. My source was $34 postpaid. Attractively but expensively boxed, it fits a file drawer or sits on a shelf. Contains an overview of the "system" (This is one of its six parts), nutrition concepts on which it is based, a scope and sequence chart, a "concepts, activities and topics" chart, suggestions to teachers on how to implement the program, and 23 detailed lesson plans, some of which may cover more than one class period.

Lesson 1, "Dinner is Served" involves planning a dinner that includes all four food groups in a simulation that places the student in the position of a White House chef and provides the guest list (with some attempt at humor) and the instruction that "money is no object." Each student is to plan particularly for one of the guests who vary in age from 4 to 80 and widely in other ways, too.

Lessons vary from this simple assignment to some that have been labeled "academically demanding." They focus on food needs and eating patterns of adolescents, nutrient contributions of the four food groups, nutrient functions and deficiencies, calories, portion sizes, activity level and need for energy, evaluation of snacks, weight control, RDA, advertising, comparison for food pricing, analysis of food labels, preparation and storage techniques, food additives, the school lunch, and vegetarianism.

Each lesson is in a separate, colorful, poster-type folder and contains an "activity synopsis," objectives, words to be learned, a list of teaching materials and advance preparation needed, estimated teaching time needed, and a detailed plan for the lesson. There is also an "evaluation", usually about 4 or 5 multiple choice questions, probably the weakest part of the package. In some cases the answer is so obvious no thought is needed.

Opportunity for continued study is provided is a list of Resources and some suggestions headed "Going Further".

Every lesson has a catchy title. One called "Trapped" is about a young fellow who got trapped in "burger heaven" and had nothing to eat but cheeseburgers, fries, coleslaw, and cola. Cover illustrations are in keeping with the titles.

The box also contains several colored transparencies for use with certain lessons and a "Nutrition Source Book" (40pp) which should be very useful to teacher and students. And the kit contains a set of Comparison Cards which is probably the single best nutrition teaching aid a teacher could display in her/his classroom.

Overall, the teachers should find this a valuable resource that stimulates new teaching ideas, saves time and enables her/him to do a more effective job of teaching nutrition. It is to be adapted to the teacher's own curriculum and students, rather than followed slavishly. NDC has made a significant contribution.

* * *

Shaping Up is a "color filmstrip series for junior/senior high students and adult groups" with audio cassettes. Part I, "Diet", is 75 frames, 12 minutes and Part II, "Exercise" is 74 frames, 11 minutes; $59.75 from the Polished Apple, 3742 Seahorn Drive, Malibu, CA 90265.

The music and manner of presentation is attention-getting and the content presented seems sound. Recognition is given to those who wish to lose weight and those who wish to gain. Both sexes are shown.

One half-page Teachers' Guide includes objectives and references.

* * *

Concepts in Focus, a program from Butterick Publishing Company (now Hunter-McLean Learning Resources) includes several packets in the area of foods and nutrition. One of these is "**Food Additives: Helps or Hazards.**"

It includes a film strip (72 frames) and a cassette tape, a 16pp Teachers' Guide, a wallchart explaining why additives are used and how food processors gain approval for a new one, and 8 duplicating masters for student study sheets. They include a true-false pre-test, word scramble, form to record a supermarket investigation, form to compare homemaker (recipe provided) oatmeal cookies with "bought" ones, a form to record an investigation of TV food advertising, an imaginary case study of an FDA "Watchdog" operation, a consumer questionnaire, and a post-test (15 multiple choice items, 4 fill-in-the-blank, and 1 essay question).

The Teachers' Guide includes objectives, a content summary, teaching techniques. vocabulary, and discussion questions. It also includes instructions for using the packet, some resources, the filmstrip script, and answers to the Study Sheets.

The filmstrip is a conversation between a girl and her date on a picnic and during a trip to the supermarket with a friend who happens to be an "expert" on food additives. The young couple are white and the friend and expert is Black. The dialogue includes some friendly debate.

All packets in this series are packages in a plastic bag with a handle and are of a size that fits into a file cabinet. Price is $39.00 each.

Others that pertain to Food and Nutrition include:

Food for Fitness (with some emphasis on diet for athletes)
Starting Out Healthy (maternal and infant nutrition)
Watch Your Weight
Micro-Cooking
Supermarket Shopping (a guide to grocery store services)
Baking Basics: Quick Breads
Measure Up (why and how to measure accurately)

* * *

A Child's Garden of Eating, by Reva T. Frankle, Weight Watchers International, Inc., Manhasset, NY, 1979, is a nutrition education program for kindergarten or first grade. It includes a 15 page Teachers' Guide, materials for a variety of games and other activities for the children, selected references, and a list of their educational Advisory Council.

The materials include a board game with a spinner, food cards, plate cards (on which to place foods won), and handouts for the children to take home to their parents. It is based on the Basic Four Food Groups, and winning is a matter of luck. No decisions are permitted concerning foods acquired to fill one's plate. With adult assistance the 5- or 6-year-old could play the game, and if the adult contributed questions and conversation to teach nutrition, it could aid the children in recognizing different kinds of foods and the need to eat all kinds.

The packet also includes a fantasy-type story, "A Strange Food Adventure," about children who visited, at the invitation of "a tiny green person no taller than a finger," the Kids' Garden of Eating on another planet. One of the ideas promoted in the story, which parents and teachers may find especially appealing is the "2-Bite Club" which encourages the children to take two bites of every food presented to them.

Other materials are an "action poem" titled "You're Special," four recipe cards with directions in pictures, and a deck of cards with instructions for playing five games.

It can be ordered for $17.00 from Weight Watchers of Central Illinois, 1201 S. 6th Street, Springfield, IL 62703.

* * *

We Are What We Eat If you have students in secondary classes who read at elementary levels this colorful, 8½x11 paperback, youth- and adult-oriented "text" at 4th grade reading level may be a help. It can be ordered for about $2.00 from Steck-Vaughn Co., PO Box 2028, Austin TX 78767.

College Level Nutrition Education: The Current Status

Barbara Shannon
Associate Professor of Human Nutrition
Pennsylvania State University

College and university programs oriented toward human nutrition generally prepare students to function as nutrition practitioners or nutrition scientists. The scientists have traditionally been most concerned with identification of the nutrients, their functions and interrelationships and with the effects of nutrient deficits and excesses. The practitioners have been more involved with translating and communicating the findings of nutrition scientists to the laity and in promoting public health through desirable eating practices. Specialities have developed within both of these areas as the field of nutrition has grown.

Plans of study for nutrition scientists stress the physical and biological sciences as related to nutrient function and interaction in both the normal and diseased states. Nutrition practitioners also must gain a sound comprehension of the physical and biological sciences as related to nutrition and food. In addition, depending on the speciality chosen, the practitioners must gain competencies in the behavioral sciences and/or education. Graduate training is usually required for the nutrition scientist whereas the speciality area of the nutrition practitioner determines whether graduate training is necessary.

Dietetics

A major involvement of most undergraduate nutrition programs is in the education of dietetic practitioners, i.e., dietitians. This professional has been defined as "a 'translator' of the science of nutrition into the skill of furnishing optimal nourishment for people."[1] Hospitals were the first institutions to employ dietitians, and the traditional dietetic education programs reflected this orientation with emphasis on dietary care for the ill. However, with increased emphasis on nutrition in preventive health care, job opportunities for dietitians outside the hospital setting have expanded and dietetic education has been modified to prepare dietitians for new roles.

Registration in the American Dietetic Association (ADA) serves professionally to identify dietitians, i.e., the Registered Dietitian. Professional registration requirements include both a didactic component and a clinical/experiential component. A bachelor's degree with course work to meet ADA-established criteria is required for the didactic component. The clinical/experiential component may be integrated with the didactic or obtained after its completion, depending upon the academic program and the route by which the candidate seeks professional registration.

ADA has established four areas of specialization for entry-level dietitians, i.e., general, management, clinical and community. The educational requirements for all of these [Plan IV-Minimum Academic Requirements[2]] are expressed in terms of competencies rather than specific credit hours and as knowledge areas rather than courses. Basic competencies, common to all four specialities, are specified in (a) physical and biological sciences, (b) behavioral and social sciences, (c) communication sciences, and (d) professional sciences, i.e., nutrition and foods. These are accompanied by competencies specific to each speciality area.[2]

In this context, competency is defined as "the minimum knowledge, skills, affective behavior, and/or judgment which a person is certified to possess on a set of criteria and level of expectation."[3] Characteristics of competency-based education are that (a) emphasis is placed on learners and the learning process rather than on the teacher and teaching process, (b) learning objectives must be known to both learner and teacher, (c) learners must accept responsibility for the fact that they are expected to demonstrate competencies at the required level and in the agreed upon manner, (d) emphasis is placed more on exit than entrance requirements, and (e) evaluation is criterion- rather than norm-referenced[3]

Bell[3] maintains that the strength of competency-based education lies in its emphasis on the total program with studies and learning opportunities for students set to specific objectives developed on assessed needs of the profession. However, Rinke[4] has criticized competency-

based education saying that it focuses on the attainment of trivial behaviors (those that can be measured) thus maximizing the minimum; tends to presume the status quo, engendering conformity rather than creativity and preparation for the complexities, ambiguities and uncertainties of the future; stresses adjustment instead of expansion and divergence; and emphasizes quantity rather than quality. Rinke argues that competency-based education does not appear useful for programs that are concerned with intricate and complex phenomena such as modification of human behavior and development of conceptual and human skills, both very important in dietetic education. A combination of the positive attributes of both traditional and competency-based education is proposed by Rinke as a more useful approach in educating dietitians.

Other Undergraduate Emphases in Nutrition

During the 1960's and early 70's the growth in government-funded programs with a food and/or nutrition component increased the number of community based jobs for nutritionists. This, in turn, gave impetus to development of academic programs to prepare nutritionists for these jobs.

Currently three different titles are used to designate these nutrition practitioners, i.e., community nutritionist, community dietitian, and public health nutritionist. How these differ is a matter of current debate among professionals and clear differentiation needs to be established. Most commonly the title "Public Health Nutritionist" is associated with master's level education of individuals to function in program planning, consultation and supervisory capacities, whereas, that of "Community Nutritionist" is associated with bachelor's level preparation of individuals to function in direct service to community clients.[5]

Regardless of this confusion over the difference, if any, between community nutrionists and dietitians, a recent survey[7] of faculty in ten undergraduate programs with a community focus identified the following seven competencies as ones that students in their programs could demonstrate upon graduation:

"— As a nutrition counselor, assumes responsibility for the nutritional care of individuals and families.
— Contributes to/is utilized by the health care team in the provision of health care to individuals and families.
— Plans, implements, and evaluates educational programs for a group of people who are under the care of a physician.
— Can describe the nutrition component of community health programs, including the intent of enabling legislation and current legislation.
— Communicates effectively orally and in writing.
— Engages in selected continuing education."

Industry, particularly the food industry, also employs individuals with baccalaureate degrees in nutrition. In addition to the large job market for management dietitians in hotels, restaurants, and proprietary companies, industries also offer jobs of a more technical nature in laboratories and test kitchens. Furthermore, jobs of a promotional/educational nature are also available, in some industries, to bachelor's level nutritionists.

The competencies needed for these latter two job categories are not well defined. Nutrition students preparing for them are encouraged to take additional courses in food and/or food science, along with their basic courses in the biological and physical sciences and nutrition. Those desiring the more technical jobs are encouraged to gain competence in laboratory techniques and food analysis. Those aiming toward the jobs of a promotional/educational nature should gain education and communication skills.

Many undergraduate options and emphases in nutrition serve also as basic preparation for graduate study. Students having a dietetic or community nutrition background are more often directed to graduate study in applied nutrition areas such as public health nutrition or nutrition education. It is important that the nutrition science component of these students' undergraduate education be strong so that they can give more time to course work in the social and behavioral sciences and education while in graduate school. These students are

encouraged to meet ADA requirements for professional registration during their undergraduate work since competence in dietetics is expected of many graduate level nutrition practitioners, particularly public health nutritionists.

Students aiming toward graduate study in nutrition science are encouraged to place strong emphasis on the physical and biological sciences. The American Institute of Nutrition has outlined a plan of study to serve as a guide for programs that prepare students for graduate study in nutrition science.[8] There appears to be a trend toward labeling undergraduate programs of this type "Nutrition Science" to differentiate them from nutrition programs more geared to preparing nutrition practitioners.

Graduate Study in Nutrition

Traditionally, graduate degrees in nutrition have stressed the physical, biological and nutritional sciences. AIN has also published suggested guidelines for graduate plans of study in nutrition science.[8] A research project with a thesis is usually required for both the master's and doctoral degrees. Although nutrition research was often equated with laboratory rats in the past, a review of current nutrition research reveals great diversity ranging from the traditional laboratory setting to field studies involving human subjects across the life span.

There is considerably more flexibility in plans of study in nutrition at the graduate than at the undergraduate level. However, there appears to be a trend among many graduate nutrition programs toward formalization of a core of courses which each graduate student is required to take at the entry level, whether master's or doctoral. This minimum core normally consists of courses in biochemistry, physiology, nutritional sciences, statistics and experimental design. Courses taken beyond the core depend on the career goals of the student.

There also appears to be increased graduate study in the applied areas of nutrition, particularly public health/community nutrition, nutrition education and the behavioral aspects of nutrition. These programs are most often at the master's level.

Guidelines for master's degree programs in public health nutrition recommend that approximately one-third of the course work be in advanced nutrition, one-third in public health areas, and one-third in related courses in the social and behavioral sciences.[9] An essential component of such a program is field work under the supervision of a public health nutritionist. A recent survey[10] of public health practitioners and faculty in public health nutrition programs identified the following seventeen competencies considered essential for master's level graduates entering the field of public health nutrition:

"— Communicate clearly—oral and written.
— Perform direct dietary counseling.
— Be empathic, sensitive to patients'/clients' needs.
— Provide nutritional care services in community health programs.
— Correctly interpret scientific data.
— Carry out planning function of programs.
— Communicate well in teaching-learning settings.
— Prepare educational materials/programs.
— Perform nutritional screening procedures.
— Do in-service education programs.
— Supervise/direct paraprofessionals.
— Be an active nutrition advocate in the legislative process.
— Participate in long-range planning efforts.
— Manage food service delivery systems.
— Communicate in public/mass media.
— Administer/manage programs, staff.
— Be a consumer advocate regarding food and nutrition."[10]

All nutrition practitioners function to some extent as nutrition educators; however, the recent emphasis on nutrition education for school children has increased the need for nutrition educators prepared specifically to work in school systems. Accordingly, the Society for

Nutrition Education published, in 1978, a position paper that specified the functions of nutrition educators as follows:

> *"to assist in the development and implementation of a sequential nutrition education curriculum; assist in coordinating nutrition education with other curricula; select, develop, and promote the use of teaching material; provide in-service education and consultation for all staff including teachers, aides, nurses, coaches, food service managers and personnel, counselors, and administrators; assist food service directors in making the Child Nutrition Program an educational experience; educate and work with community and parent groups to gain their support for improved nutrition."*[11]

The master's degree was recommended by SNE for nutrition educators and it should include preparation in

> *"advanced human nutrition based on physiology and biochemistry, in food composition and principles of preparation, in the application of nutritional knowledge; in basic education concepts including curriculum development, educational psychology, and/or early childhood education; in behavioral sciences as they apply to children; knowledge of school and community organization; experience in schools which could be coordinated with course work, such as, but not limited to, classroom teaching."*[11]

Job opportunities for nutritionists with this type of preparation appeared to be on the up-swing with the passage, in 1977, of Public Law 95-166 which made available funds to provide nutrition education for school children (pre-school–grade 12) as part of the Child Nutrition Program. This legislation called not only for student instruction but nutrition education for teachers and school food service personnel. However, given the current cuts in federal spending for social and educational programs, continued funding of nutrition education in schools will likely be reduced significantly. Thus, the job market for nutrition educators may not be as good as in the late 70's.

In spite of this turn of events in nutrition education for school children, most nutritionists share a common need for some educational expertise. Nutrition practitioners must routinely serve as educators in both informal and formal settings. Furthermore, the majority of the nutrition scientists located in colleges and universities have some teaching responsibilities.

In response to this, some nutrition programs are now providing graduate students (regardless of their emphasis) the opportunity to gain some knowledge of educational methodology coupled with supervised teaching experiences. For example, the Nutrition Program at The Pennsylvania State University offers a course at the graduate level entitled "Preparation for Teaching Nutrition". After students successfully complete this course they may obtain graduate credit for teaching an introductory nutrition course under faculty supervision. Cornell University's Division of Nutritional Science requires all graduate students to have at least one semester of teaching experience as a part of their graduate degree. This includes a seminar for students to develop competency in teaching in a vareity of settings, as well as actual classroom teaching experience.

Conclusions

This overview reveals that great diversity exists in nutrition education in higher education. As the field of nutrition has grown and the expectations placed on nutritionists diversified, faculties have responded with curricular modifications and innovations in keeping with societal needs. This type of responsiveness is certainly commendable; however, faculties must be careful to assure that, along with being innovative, the curriculum continues to be sound in terms of basic nutrition principles and the sciences upon which these are based. If this is not maintained, the effectiveness and credibility of nutritionists will be jeopardized.

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Twenty-Five Years of Progress in Nutrition Education: The Role of Colleges of Education*

Isobel Contento
Associate Professor
Department of Nutrition and Education
Teachers College
Columbia University
New York, NY

Compared to twenty-five years ago, there is a greatly increased concern in America today about the relationship between diet and health. This increased concern has brought into focus the need of parents, children, and the public at large for guidance about what to eat in the face of a bewildering 10,000-item supermarket. This need for guidance, or nutrition education, in turn raises questions about the role to be played in this area by a number of institutions in society, including the schools. It further raises questions about the responsibility of institutions such as colleges of education for providing the appropriate kind and amount of preparation for persons who are to provide this nutrition education.

A survey was conducted in 1978 to find out what kind and how much nutrition education those who educate teachers report that their institutions offer school teachers, counselors, and administrators at both the preservice and inservice levels; and to find out how these educators viewed the quality and adequacy of their offerings (1). The 232 colleges surveyed were responsible for the preparation of 90% of the certified educators in the U.S. Fifty-eight percent, or 134 of the institutions responded. The respondents were generally specialists in health education, nutrition education, or human development, from home economics or teacher education programs within the colleges of education.

Of the institutions responding, 79%, or about four-fifths of them, offered nutrition to educators while 21% did not. In those institutions providing nutrition 67 (or 63%) reported offering nutrition education as required courses, and 65 (or 61%) reported offering it as

*Adapted from a chapter in *Trends in Nutrition Education*, edited by Robin Howat, UNESCO; Paris. In press.

electives. About one-third of them reported offering both elective and required nutrition courses for educators. The participants in these offerings were rather evenly distributed in a range of responsibility from the preschool to post-secondary education (including adult education), although a somewhat larger number were engaged in work at the secondary school level than at any other level.

With respect to the quality of the offerings, 69% of the respondents rated them as either "exemplary" or "adequate", and 28% rated them as "less than adequate" or "extremely inadequate". (Three percent responded that they had "no basis for rating".)

Although according to the survey described above, 63% of the institutions of teacher preparation reported requiring nutrition education, a somewhat different picture emerges when teachers out in the field are surveyed. For example, a survey of early elementary school teachers in the state of Nebraska showed that only 9% had taken a separate course in nutrition, 59% had received some nutrition education as part of a related course, and that about 33% had received no training in nutrition at the college level (2). Eighty-three percent reported that they had no preparatory instruction in methods of teaching nutrition. Furthermore, whether they had taken a course or not, their nutrition knowledge was judged to be poor. In a survey of high school nutrition education in the state of New Jersey, it was found that whereas almost all of the home economics teachers had taken one or more college level courses on nutrition, less than one-half of the health teachers and one-fifth of the science teachers had ever had a nutrition course in college, and yet the latter two categories accounted for about 50% of the teachers of nutrition, and reached more of the student body than the home economics teachers (3).

Two similar results were obtained in two recent surveys in Pennsylvania. In a group of 114 preservice and inservice elementary school teachers, 37% had received no training in nutrition, another 37% had received some nutrition education as part of other courses, and only 26% had taken one or more courses in nutrition (4). A state-wide survey of currently practicing high school teachers with 1,366 respondents found that overall, only 22% of them had taken a detailed college nutrition course and these were concentrated among the teachers of home economics and science (5).

Thus nutrition education appears to be required by some teacher preparation institutions, but by no means all, and some educators currently teaching in the classroom have received nutrition training but again, by no means all. In addition, the nutrition knowledge of the teachers surveyed appears to be inadequate.

Why has the inclusion of nutrition education in the preparation of educators during the past 25 years been so relatively ignored? To answer that question we need to see how the country at large has regarded nutrition education during this century.

Nutrient Education versus Food Education

At the turn of the century, when poverty and malnutrition were rampant, the purpose of nutrition education was quite clear: to upgrade the nutritional quality of the diet by supplementing it with highly nutritious foods—so that children could benefit from schooling and adults could be productive workers. People were urged to add more calories and protein to their diets. Indeed, in 1908, a Dr. Emerson of Boston developed a "nutrition class" method where underweight children were encouraged to compete with each other in weight gains (6). The results were so spectacular that his method was emulated throughout the country. With the discovery of the importance of vitamins and minerals for preventing and curing a number of deficiency diseases, nutrition education grew to involve teaching people to add "protective" foods—fruits and vegetables—as well as calories and protein to their diets.

When deficiency diseases gradually disappeared as major health problems, the rather dramatic relationship between food and health, so obvious in earlier years, was no longer so apparent. Certainly there were circumstances and periods of time when hunger and nutrient deficiencies were still problems. For example, large numbers of draftees for military service during the second world war were discovered to be in poor health and there was a call to rectify the situation. School meals were introduced and education of the public became widespread for a time (7). Again in the late 1960s hunger and malnutrition were discovered to be present

among some segments of the population. For them a number of food assistance programs were established.

By and large, however, during the last two or three decades Americans have appeared to be well fed and nutrition has not seemed to be something worth knowing. As a result, the profession of nutrition education seemed to experience a loss of purpose. It is not surprising, therefore, that neither teachers, nor the colleges of education who prepared them considered nutrition education important.

Additionally, in the early decades of this century, nutrition education was education about food—the foods to add to one's diet to keep one healthy. Education about foods was something that teachers felt competent to carry out and colleges of education as within their purview to prepare teachers to do. In fact, Teachers College in New York City was founded in 1887 to prepare teachers for the "kitchen garden" movement as well as for the schools, those who could teach not just the traditional academic subjects, but practical education as well. This movement was established in the late 1800s to provide women, young and old, with the opportunity to learn about better food practices (8,9). At this institution, Mary Swartz Rose became an influential nutrition educator for many decades in the early part of this century. She believed that the appropriate tool for teaching nutrition was food (10). Each lesson was built around a specific food that was a regular part of the children's diets. Influenced by her colleague John Dewey's emphasis on "learning by doing", Rose insisted that activities be a part of each class. She emphasized that what was taught should relate to the needs of the individual and the community and that parents should be involved. She supplied several generations of teachers and nutrition educators with these ideas.

As Americans became better fed and the purpose of nutrition education for both children and adults became less and less clear, nutrition education increasingly became teaching about nutrients—about protein, vitamins, and minerals—in greater or lesser detail depending on the audience. This approach seemed appropriate as new knowledge about nutrients was rapidly being accumulated. It also became a convenient way during the past 25 years to teach people how to get their daily quota of vitamins and minerals from the increasing number of fabricated foods which bear no resemblance to traditional food. Not surprisingly, nutrition education became increasingly the domain of nutritionists and nutrition scientists, who had the expertise in the needed technical knowledge to carry out this kind of education. And not surprisingly also, colleges of education probably came to view nutrition education as something they were neither competent in nor responsible for providing to preservice teachers.

It is only in the past few years that there has been the renewed realization that what one eats does indeed affect one's health. With that realization, the profession of nutrition education appears to have recovered its sense of purpose. Today, deficiencies of the major vitamins and minerals are not widespread in the U.S., but the average American eats twice as much protein as s/he needs, 30% of the citizens are overweight, and such apparently nutrition-related diseases as heart disease, diabetes, cancer and hypertension are major health problems. The purpose of nutrition education is once again clear—to develop a healthy, productive people.

The recognition of the relationship between nutrition and health has also resulted in a renewed appreciation of the importance of teaching about *foods* as a means of developing a healthy citizenry, this time teaching not only about eating the right foods, but also about eating less food. As Hegsted puts it, "In the past, the message was in essence to eat more of everything. Now we are faced with the more difficult problem of teaching people to be more discriminating. Increasingly, the message will be to eat less" (11). Furthermore, with an increasing need for guidance about what to eat from an increasing array of food products of uneven nutritional quality and safety, education about foods will also need to include education in how to *think* about foods. Maretski has pointed out, "Those children who early learn to think about food in its inherent complexity are the children who are laying the foundation for a lifetime of dietary decision-making" (12).

With a return of an emphasis on education about food and its importance for good health, society seems to be once again affirming the important role that schools and educators can play. Nutrition education to accompany school meals, for example, was especially emphasized in the Nutrition Education and Training (NET) Act of 1977, which amplified previous legislation on school meals by providing federal government funds to be used "to teach children, through a positive daily lunchroom experience and appropriate classroom reinforce-

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ment, the value of a nutritionally balanced diet, and to develop curricula and materials and train teachers and school foodservice personnel to carry out this task" (12). While such funding may not continue to be available in the future, it is clear that educators, parents, and the public at large will continue to value nutrition education in the schools.

What Can Colleges of Education Do?

1. Since many teachers appear not to be adequately prepared to carry out the task of nutrition education in schools, one action which schools of education can take is to require nutrition education for teachers. This would, however, be difficult to implement considering the already crowded curricula in the preparation of teachers. Furthermore, with the continued decline in birth rates and consequently in school enrollments in the United States, at least in the near future the number of new teachers that will be prepared each year will also continue to decline. There has thus been increasing recognition that the burden for nutrition education will need to be in the realm of inservice education for teachers.*

2. A second action which colleges of education can take, therefore, is to be very actively involved in inservice education for teachers. However, two factors are having an impact on their role. The first factor is that much of what teachers need to know is perceived by *nutritionists* to be technical information about nutrients, the nutritional quality and safety of foods, and the relationship of nutrition to health—rather than information about educational theory and practice. Hence the inservice education to date has tended to be offered by *nutritionists* from such places as the universities' nutrition science departments, the local and state departments of health, or the Extension Service.

A second factor is that although many of the *teachers* want information not only about nutrition but also on ways of interpreting that information to their particular audiences, they increasingly do not trust academic institutions and their colleges of education to provide the kind of inservice preparation that they view as relevant. As the director of the American Association of Colleges for Teacher Education is quoted as noting, "The teachers say they need practical day-to-day advice, coping skills, not theoretical knowledge that professors are used to giving" (13). As a result many local school boards, the local unions, and the new "teacher centers" (an amalgam of teacher groups, the teachers union, the local school boards, and institutions of higher education) are important forces in inservice education. As the director of a large teachers' center association noted, "Teachers centers represent a shift of authority and place or locus from the schools of education to the local schools" (14).

While some teachers feel that colleges of education have not provided enough practical, "hands-on" experience in preparing teachers to keep up, others believe that these new programs place too much emphasis on the practical and sometimes lack academic rigor and quality. It is obviously desirable that colleges of education and teachers' centers work together so that "teachers' centers could have their heads in the clouds more and schools of education their feet on the ground" (14).

The conflicts being experienced today about the respective roles of colleges of education, departments of nutrition science, the Extension service, teachers' centers, the school food service associations, and local school boards in providing inservice nutrition education to teachers will no doubt increase. However, each group has a unique perspective and a special set of skills, and all will need to work together in the future.

While the need to provide preservice and inservice teachers with nutrition education is quite clear, the form that such nutrition education should take still needs to be explored. Requiring a traditional nutrition course may not be the answer. In one study the inclusion of a nutrition science course in the training of teachers did not result in greater knowledge of nutrition (1). Nor did it make teachers aware that the development of a favorable attitude toward food is important in changing children's eating patterns. As has been noted, "the way in which teachers themselves learn about nutrition will influence their attitudes toward the subject and to a large extent will determine how they will teach it" (12).

*Editor's note: This situation may be reversed in a few years. A new teacher shortage is predicted by 1985.

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More innovative and effective methods must be developed. Workshops can be used (15), as well as interdisciplinary approaches (16). A resource center which provides not only films, curricula, and materials, but also consultants who can assist teachers with specific problems or provide knowledge on specific issues upon request, is another strategy which can be used (17). Whatever the specific format, however, those who provide the education for teachers must know not only about nutrition, but also about children and how they learn (12), and about how to design educational strategies that connect food and nutrition with children's lives (18). A joint venture between nutritionists and educators seems desirable. Nutrition professionals can provide the nutrition information and the colleges of education the appropriate understandings and skills in curriculum design and teaching strategies that will be needed by teachers to bring about the kind of nutrition education in the classroom which will help children to develop food habits that are conducive to long term health.

3. Although most nutrition professionals believe that it is desirable for all preservice and inservice classroom teachers to be educated in nutrition, full implementation of such a plan is recognized to be unrealistic. The Society for Nutrition Education (SNE) therefore has recommended that each school district or education administrative unit hire a "nutrition education specialist" or "nutrition educator" with expertise in nutrition who would assist classroom teachers who have the responsibility for the total education of the child (19). This was also a recommendation of the White House Conference on Food, Nutrition and Health, 1969. Even though local school districts generally have not been able to hire such nutrition education specialists, the increase in public interest in nutrition and the funding made possible by the NET Act of 1977 did make possible—at least for awhile—a rise in the number of such persons working at the state and regional levels as "nutrition education coordinators."

The desired preparation for "nutrition educators" has been the subject of some deliberation (19, 20, 21, 22, 23). The Society for Nutrition Education in 1978 recommended that such persons should have "the scientific training to evaluate research and popular claims" in nutrition, and the training in education and the behavioral sciences "to facilitate the translation of this information into forms suited to the level of ability of the student in order to affect behavior in a positive manner" (19).

A survey in 1980 of those working as NET "nutrition education coordinators" in California, and members of the Higher Education Division of the Society for Nutrition Education, indicated that the majority of the 429 respondents favored an academic Master's degree and a practical internship or fieldwork in nutrition education. Competencies in education, program planning, communication, and management, as well as in nutrition, were considered essential. Within the area of education, such competencies as the ability to diagnose educational needs, apply learning theories, develop curricula, design materials, use group dynamics effectively, and evaluate educational methods were included. Those conducting the survey urged that the Society for Nutrition Education be the "accrediting" or "licensing" agency for a category of professionals with these competencies, to be called "Nutrition Educators". Currently a special committee of SNE is studying the issue thoroughly.

Discussions in recent years, such as those described above, revolving around the understandings and competencies needed by both classroom teachers and nutrition educators, reflect the growing conviction that nutrition education should place less emphasis on the "telling" of nutrition information, and more emphasis on assisting children to be able to think about food in a fashion that will make them nutritionally literate consumers as adults, and on developing in children those attitudes and eating behaviors that are conducive to long-term health. A third role for colleges of education (as well as for the behavioral sciences departments) is therefore clearly mandated by these discussions: to assist in the preparation of "nutrition educators".

While only one department of nutrition education is known to be located in a college of education (that in Columbia University's Teachers College), a number of home economics departments are located in schools or divisions of education, and most of them prepare nutrition majors. In these instances, nutritionists and educators are in close proximity to each other and joint courses or programs—or at least close working relationships—should be possible. A number of nutrition science departments located in a variety of divisions of the university are also beginning to offer a nutrition education "emphasis" or "specialty" within their "nutrition science" degree programs. Whether they require coursework in their schools of education is not known. It would appear, however, that colleges of education and nutrition

departments will need to work in closer cooperation if the nutrition educator of the future is to be adequately prepared.

4. A number of experienced nutritionists, dietitians, and home economists are beginning to seek continuing education and advanced degrees in the areas of education and the social and behavioral sciences. A fourth role for the colleges of education is to provide in-depth knowledge about, and skills in, nutrition education research, behavior change methodologies, theories of teaching and learning, curriculum design and evaluation, or nutrition education policy determination.

5. A final and important role that the colleges of education serve is to provide specialists in such areas as curriculum design, materials preparation, training methodologies, and evaluation to work directly with nutritionists in a variety of settings both in this country and in others.

For example, as a result of the recent recognition of the importance of the relationship between nutrition and health, there has been an upsurge in activity at both the national and local levels to develop curricula and materials that take into account the nature of the *current* health problems and the *current* food supply (24, 25, 26). Consultants from colleges of education, along with teachers, nutritionists and others have been actively involved in their design.

The colleges of education have also provided specialists who have written about and conducted workshops for nutritionists in areas such as curriculum design, instructional planning, and the development of effective teaching procedures (27, 28).

The importance of evaluation to the enterprise of nutrition education has become increasingly apparent. Materials, curriculum guides, and the nutrition education program as implemented all need to be evaluated. Evaluation specialists from colleges of education have been involved in these evaluation endeavours (29, 30) and have written about evaluation for the benefit of nutrition educators (31, 32, 33).

Discussions of nutrition education policy at the national as well as at the international level have also received greater attention in the past few years and have benefited from the participation of educational specialists from colleges of education.

Nutrition education appears to have come full circle. In the early decades of this century, when it was clear that the role of nutrition education was to persuade children and adults to add to their diets certain foods to prevent nutrient deficiencies, then rampant teachers and others involved in the practical education movement were important to that role. They had the knowledge about appropriate teaching strategies and had skills in working with people.

With the reduction of the importance of protein, vitamin, and mineral *deficiencies* as major health problems, the purpose of nutrition education became less clear. Nutrition education increasingly became teaching about nutrients (i.e., nutrient education) with those having the technical information—that is, nutritionists—having a major role in the enterprise. With the recent realization that the food one eats does indeed affect one's health, nutrition educators are rediscovering the importance of teaching about foods. And the subject of food is multi-faceted with a wide range of people concerned—farmers, food processors, psychologists, educators, economists, and politicians, as well as nutritionists. Thus teaching about food can be carried out in a variety of disciplines in the school curriculum. In high schools, especially, a variety of topics related to food can be explored not only in the traditional subjects of home economics, health education, and biology, but also in history, geography, and other social sciences.

Clearly, education about food cannot be limited to instruction about which foods to eat and which ones to avoid for optimal personal health. In the light of a rapidly changing food supply, it must also teach children and young people the knowledge and skills to choose foods wisely for a lifetime and to act self-reliantly in providing nourishing meals for themselves and others. More importantly, it must assist people to develop ways of thinking and behaving with respect to food which take into account the complex global ecosystems and politically interdependent world in which humans live (34).

It is obvious that carrying out this kind of education is a great deal harder than teaching about nutrients. Colleges of education, which were involved at the very beginning of the movement in America to provide food and nutrition education to children and to the public at large, are again needed in that effort. The nutrition education of the future will require the expertise not only of those who know about nutrition, but also of those who know children and how they learn, and can design educational strategies and curricula that are appropriate to

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them. It will require the expertise of those who study why people eat what they do and have skills in motivating them to eat in ways which are conducive to health, as well as of those who understand economics and politics and have the ability to elucidate the relationship between food, land and people and the social and political systems which govern them.

A review of the role of colleges of education in nutrition education indicates that they can and should be involved in all stages of the nutrition education process. Their skills are needed to assist nutritionists to turn food and nutrition information into well conceptualized curricula which can provide frameworks for nutrition education that is relevant to the lives of children. Their skills are needed to devise innovative ways to prepare preservice and inservice teachers so that they will be enthusiastic and effective nutrition educators in the classroom. Their skills are needed to assist knowledgeable nutritionists in developing the skills in communication, group dynamics, curriculum design, and evaluation that will make them nutrition education specialists who are valuable allies to teachers. Their skills are needed by experienced professionals who wish advanced preparation in educational theory and practice, in nutrition education research, in managing educational programs, or in policy formulation. Their skills are needed to develop and evaluate materials, curricula and educational programs which are appropriate to today's needs. And finally, their skills are needed in nutrition education research activities and in developing national and international policies that are educationally sound.

Colleges of education and nutritionists must seek ways of working together cooperatively so that the value skills each group possesses may be used productively to provide the kind of nutrition education needed for a healthy citizenry that can think wisely and responsibly about the complex issue of food.

Announcement from the American Vocational Association

A new publication entitled **Pioneering Programs in Sex Equity: A Teacher's Guide**, by Amanda J. Smith and Charlotte J. Farris, is available for $6.00 (less for quantity orders) from:

Special Publications
American Vocational Association
2020 N. 14th Street
Arlington, VA 22201

Orders of $10.00 or more on official forms can be billed.

Chapters include:

"Twentieth Century Pioneers"
"The Teacher's Role in Sex Equity"
"Sex Bias in Well-Intended Behavior"
"Sex Bias in Language"
"Sex Bias in Instructional Materials"
"The Changing Work Force and the Family: A Quiz"
"Family Structure and Values"
"Case Studies"
"Encouraging Enrollment of Pioneering Students"
"Successful Pioneering"
"Reaching the Community"
"Developing Your Personal Plan"
Appendix: Laws Affecting Sex Equity"

AVA also has a poster:

"Vocational Education: Know How for the Job We All Have" (i.e., homemaking) available in sets of 10 for $9.00 from Publication Sales at the same address.

"Go, Fight, Teach"

Ideas That Worked!

Carol Ann Kiner
Home Economics Teacher
Fenton High School
Bensenville, IL

It is often quite difficult for students to grasp even what we consider the most basic of vocabulary. My high school students are no exception, so I have always dreaded the repetitive nature of slipping in words which form the basis of our content—words such as viscous, stylized, socialization, and precursors. It seemed that no matter how much opportunity for learning I would arrange, the students just did not make the connection between concept and technical term with any regularity. Since I am convinced of the importance of precise language in any profession (indeed this is one of the facets of being a profession) and make a conscious effort to develop the vocabularies of my students, I become quite concerned when they fail to function at the lowest cognitive level. Additionally, I prefer to spend valuable class time working with my students at higher levels. When students return blank stares after I use a "big word", it becomes a source of frustration at best, and irritation at worst. Quite by accident, I discovered a teaching technique which will grab attention, be memorable, and thereby accomplish its objective as well.

Cheerleading in the classroom can teach recall level skills.

To incorporate this technique into your classroom, you will need only to eavesdrop on a cheerleading practice session, or attend a school sports activity. Select a cheer which invites a group response to key words, is simple, and creates an ebullient response.

Fenton has a cheer which implores:

"When I say Fenton, you say Bison." (our school mascot)

"Fenton," shout the cheerleaders. "Bison," chants the crowd.

"When I say Orange, you say Blue." (school colors)

"Orange," yell the cheerleaders. "Blue," cry the boosters.

"Fenton." "Bison."

"When I say Fight, you say Win."

"Fight." "Win."

"Orange." "Blue."

"Fenton." "Bison."

Doubtless, your school has a similar cheer.

How did I use this? One morning, after repeating the differences between cognitive, motor, and affective development for what seemed to me to be the fiftieth time that semester (and well it might have been), in irritated despair, tinged with cynical seriousness, I threatened, "When I say Cognitive, you say Brain."

"Cognitive." "Brain," they answered.

I was flabbergasted, but continued as they awaited the next line. Still somewhat tentatively, my anger gone, I called,

"When I say Motor, you say Body."

"Motor." "Body."

"Cognitive." "Brain."

I was smiling in spite of myself now, and I enthusiastically cheered,

"When I say Affective, you say Feelings."

"Affective." "Feelings."

"Motor." "Body."

"Cognitive." "Brain."

Unorthodox? Yes. Not your style? Perhaps. But I am a firm believer in meeting my students where their interests and strengths lay. Their strength may not be in rote learning of difficult definitions, but they are certainly sports enthusiasts, and just as certainly, I never had to repeat those important words. The same could be done with words in nutrition or any other subject area.

Book Review*

Pregnant Too Soon, by Jeanne W. Lindsay EMC Publishing, 180 East Sixth St., St. Paul, Minnesota 55101, Price $5.95; Student Workbook $1.25.

Pregnant Too Soon, appropriately subtitled "Adoption is an Option", presents real life responses to teenage pregnancy through stories from teenagers who admitted that they were pregnant too soon. Within this 200 page paperback is a comprehensive treatment of adoption as an option when a pregnant teenager has decided to have the baby. The abortion option is not included in the book.

The first two chapters are a decision-making process for resolving *whether* to be a school-age parent and "Are You Ready for Parenthood". The remaining chapters provide insight into feelings of all concerned and legal issues related to adoption.

Readability is enhanced by using human interest style, drawings and a realistic cartoon format. In other words, it is the kind of book that a student might pick up and read without having to have it assigned chapter by chapter. However, teacher guidance is needed to assure that the contingencies presented are understood and dealt with.

This is a book which could be appropriate to classrooms, school and community libraries, faculty lounges, and a variety of other places where this type of information is needed.

Reba J. Davis
Home Economics Education
University of Arkansas

*Reprinted by permission from Home Economics Education Association Newsletter, Fall 1980. Reba J. Davis, President.

The Teacher as Lobbyist and not just with lawmakers

Kinsey B. Green
Executive Director
American Home
Economics Association

Do you want to offer a new course? Hire another teacher? Expand the course offerings to new populations? Strengthen the content of a curriculum already in place? Procure additional classroom space? Collaborate in a team approach to a special class? Assign students to a community center for internships?

Whom do you have to convince that your idea has merit and should be honored? You need to *lobby—to convince* the individuals who have the authority to grant to you permission to proceed. Lobbying is advocacy for an idea, a person, a cause.

> *Lobbying is convincing another. The art of pleading causes is the challenge of finding the best way to transfer an idea from one mind to another and to bring about action...Advocacy is a form of conflict that seeks cooperation.*[1]

You, as lobbyist—convincing others that your ideas for change are warranted. When you believe firmly in your proposal, your chances for approval are improved. If you're lukewarm about the idea, why bother to build a case? "Advocacy is at its best when it grows out of conviction, and...there is something to be said on each side of any important question."[2] Therefore, as Dr. Laura J. Harper, Dean Emeritus at Virginia Polytechnic Institute and State University says, "Choose well which hills to die on!" If we lobby only with commitment and obvious belief in what we request, we're more likely to win. According to Douglas MacArthur, "It is fatal to enter any war without the will to win it."[3]

There are some ground rules both for content and for process—for pleading a cause—that enhance the chances of success.

Components of a Defensible Case

Essential elements of a defensible case are (1) beginning with a logical rationale for your request; including data to demonstrate need, beneficiaries and cost; and preparing to discuss alternatives and compromises. It is critical to articulate well *why* the proposed change is merited, *who* will benefit and *how* the change will save resources in the long run. At least for this next decade, we can *assume* a tight economy and scarce resources! The days of the "Great Society", lots of money for educational innovation and poignant concern for vulnerable populations are over. Any program will be judged on its cost-benefit analysis. Precisely what is the change? How much will it cost? When, if ever, will intial investment of money be recovered or returned? Is the proposal less costly than alternative ways of meeting the needs identified?

We should consider the responses to these questions as we develop our written proposal (a must) and prepare our verbal presentation (usually utilized to summarize, elaborate on components not clear and/or to respond to questions the decision-maker has about the proposal):

1. Exactly and concisely, what is requested?
2. Who will benefit from the proposal, if implemented? Which students? Any segment of the community? School system as a whole? Parents? Teachers?

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[1] Richard A. Givens, *The Art of Pleading a Cause.* (New York: McGraw Hill Book Co., 1980), p. xvii.
[2] *Ibid.*
[3] Douglas MacArthur, Speech at Republican National Convention, 1952.

3. What evidence is there of need? Has anyone conducted a survey of potential participants? Do labor market projections substantiate the request? Is the proposal consistent with the 5 year plan for the school?
4. What in the proposal would opponents object to?
5. What funds are required for beginning? Where will the money come from? What does the funding agent expect in return? What will be the annual costs after start-up is completed?
6. Who will lose if the change is implemented?
7. Are new facilities required?
8. What additional personnel are necessary?
9. What are the alternative ways to solve the problem? Does each cost more or less?
10. What are the risks inherent in the proposal?
11. Is the proposal prevention-oriented? or crises "clean-up"? Givens (1980) has alerted would-be advocates to what he labels a *common-sense model* for advocacy; that is, the same conclusions could be drawn by anyone who observes the same facts—no way-out, off-the-wall, pie-in-the-sky recommendations, no causal leaps—just honest, logical analysis and evaluation.

The Process of Lobbying

Careful anticipation of the scene itself will help one to prepare adequately, respond carefully, and avoid surprises which make one temporarily dysfunctional. The following considerations merit our attention:

- Clearly identifying our own motives in seeking the change.
- Anticipating the setting, since the physical environment may support or intimidate (for example, a desk as a barrier between us and the other party, imposing furniture, certificates, trophies, nameplates, or other symbols of the power of the other individuals).
- Knowing the other's priorities and relating our request to them if possible (for example, does (s)he value an impressive physical plant, prestige among schools, income generation, community credibility, political powers?)
- Knowing the other individual's way of dealing with "subordinates". It is questioning? challenging? unnerving? deceptive? This evaluation will help in predicting the kinds of questions that will be asked.
- Knowing what *not* to ask for! We can destroy our credibility with politically or financially unreasonable requests which as a neighbor used to say "don't have the chance of a snowball in hell" of success.
- Avoiding an adversary environment of offense-defense. The discussant is someone we wish to influence. (Angry and hostile responses such as "This is typical; you never support home economics like you do the athletic program" are useless, damaging and self-defeating.)
- Sizing up the most powerful if we are making our case to more than one individual and we sense disagreement among the parties.
- Using notes, but maintaining eye contact most of the time, and constantly assessing the attentiveness of the listener, the nature of the reaction (especially non-verbal clues), and adjusting as necessary and feasible.
- Assessing where the merits are strong and where the defense is vulnerable. A pertinent anecdote tells of the church janitor who found the preacher's notes on the lectern. Noted in the margin of one page, in bright red ink was the reminder "weak point here; shout like Hell!"

- Saying no if factors are raised which we've not considered nor prepared to discuss and about which we are not knowledgeable, and asking for a chance to study and discuss at a subsequent time.
- Using well that which is clearly in our favor and not defending what hasn't been challenged. In chess, this strategy is called the principle of the unopposed pawn.
- Thinking ahead about what we'd be willing to trade off, for compromise surely will be required. What components of our request must remain inviolate? What would be sacrificed without injury or jeopardy to the integrity of the program itself? What aspects will we "go to the mat" for? Do we have a fall-back position or contingency plan if certain pieces are denied?
- Not assuming support from others who in our opinion could also benefit from the proposal, or at least stand to lose nothing by it. Sometimes growth, outreach, aggressiveness is threatening or intimidating or jealousy-producing to colleagues, peers or competitors who are not quite so courageous.
- And finally—quitting while we're ahead! As an attorney friend says, when you've gotten what you want, shut up and get out! Talking too much, explaining more than the listener really needed or cared to hear, is self defeating. Like Kenny Roger's song "The Gambler":

> *"Know when to hold 'em;*
> *Know when to fold 'em;*
> *Know when to run.*
> *Never count your cards while you're sitting at the table;*
> *There'll be time enough for countin'*
> *When the dealin's done."*

Listeners are annoyed by a disproportionate time for discussion, by replowing ground, and by using "low grade ore" to make the case because the salient facts have already been exhausted.

The Satellite Decision

One of the necessary components of a smart proposal presentation is an analysis of satellite decisions which will be necessitated if the request is honored, or if only parts of the request are granted. According to economist Kenneth Boulding, the creation of order in some parts of an entity may create chaos in other realms.

An Example

Proposal for a Child Development Laboratory Course Offering

I. Essense of Request:

A) Conversion of two periods now general home economics to a child development course.

B) Conversion of living room of home economics department to a child development laboratory.

C) No new or additional teachers necessary.

D) Construction or renovation requirements: modified toilet and basin for children; (est. $1,000) observation facilities for 4–6 students; fenced area for outdoor play ($600).

E) Two week summer curriculum workshop to develop course curriculum and student materials ($2,000); stipends for teachers out of principal's instructional budget.

F) Equipment, toys, art materials, records, books, other teaching materials ($2500).

II. Rationale:

A) A Survey of 300 students now enrolled in home economics courses, and 400 others not enrolled yielded 40 sophomores and juniors definitely ready to enroll, and 15 others interested. 25 is the minimum number required by school policy for a new course offering.

B) One teacher already on the staff has a minor in child development.

C) Ten students in the school already have children of their own. Included in the course content is responsible parenthood as well as child development per se.

D) There are community facilities suitable for field experiences: social agency day care centers and 2 church day care centers. Of 4 contacted, 3 have expressed an interest in interns and have sent letters of support.

E) In a PTA survey, adolescent parents have been selected as a priority concern.

F) The district home economics supervisor is supportive of the proposal.

G) An evaluation of the literature has revealed several curriculum guides and bibliographies from other school systems that could be adapted for use in the proposed program.

Conclusion

Bob Rose, the famous Wyoming attorney in an autobiographic account *Advocates and Adversaries*, reminded would-be lobbyists that power and influence spring from many sources: legal, economic, political or social.[4] We need to think through in advance what the source of our listener's power and authority is, and then play to that audience. That is, we articulate the relationship of this proposal to the listener's source of influence.

We assume that our listener will appraise our request honestly and objectively, but we'll be prepared for opposition. At worst, even if rejected, we may have planted the seed of an idea which though premature at this time, has merit and will ferment as it is mulled over—and materialize when it is an "idea whose time has come." We must take the risk and lobby for the causes we believe in.

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[4]Robert R. Rose. *Advocates and Adversaries*. Chicago: R.R. Connelly, 1977.

Vocational Education and *Illinois Teacher*: An Appraisal from Abroad

Royston J. Lawson
Senior Lecturer in
Home Economics
Rusden State College
Victoria, Australia

The *Illinois Teacher* was established in 1957, primarily as an in-service education vehicl for alumnae of the home economics education program at the University of Illinois. The firs editor, Letitia Walsh, supervised graduate students who, in the early years of the journal, wer each responsible for the production of a complete issue, for which they received graduat credit. The journal, typed and mimeographed within the Home Economics Educatio Division, dealt with issues germane to home economics in the late 1950's and early 1960's. Th essential aim of the publication was to keep teachers of high school home economics up to dat with changing trends in their field.

The journal has continued to grow in stature, and currently enjoys a circulation in excess c 5,000, with subscribers in every state of the U.S., and in 18 foreign countries. As the role c home economics has been regarded variously as a part of vocational-technical education, have found it interesting to look more deeply into the *Illinois Teacher's* response to Vocation Education legislation and to observe the changing commitment of home economics educato to the vocational aspects of their field of study.

Prelude to the Vocational Education Act, 1963

Early federal involvement in home economics began with ordinances in a post-Revolutionary era. From the establishment of land-grant colleges according to the Morrill Act of 1862, to the Vocational Act of 1963 and subsequent amendments, the federal government has played an active and increasingly complex role in home economics education. As social change has occurred, federal legislation for education has emerged from contemporary perceptions of the needs of society. Along with other aspects of education, home economics education has been re-examined, re-defined, and re-adjusted to the legislation fostered by changes in society.

Home economics in the late 1950's was the evolutionary product of an agrarian society, the Lake Placid decade, the status of women, the notion of university extension, and the influence and nurturance of the Smith-Hughes Vocational Education Act of 1917. Whilst this act probably had the most profound impact at the collegiate level in the home economics curriculum (Eddy, 1957), it established federal aid for the preparation of home economics teachers. By the 1930's, home economics had become a popular subject in most high schools, and following the passage of the George-Barden Act of 1946, useful and practical courses at secondary level grew in quantity and quality. Unfortunately, most of the courses funded by this later legislation were terminal in nature and insufficient attention was focused on the role of home economics education in occupations, marriage preparation, or in relation to the individual's long range goals or objectives (Simpson, 1965).

Despite the pervasiveness of vocational education legislation during the first half of the Twentieth century, education for paid employment received no attention in the early volumes of the *Illinois Teacher*. The single article issues of the early volumes were occupied more with the concerns of the day, as perceived by faculty and graduate students within the Home Economics Education Division. There was undoubtedly enthusiasm for this more traditional subject matter, and from 1961 (Volume IV, no. 4) the *Illinois Teacher* became the *Illinois Teacher of Home Economics* with a printed format.

The first serious consideration of the paid employment aspects of home economics appeared in Volume V with the entire contents of issues 7 and 9 occupied with a two-part article entitled, "Pre-Employment Education by Home Economics Teachers" (Miller and Evans, 1962). The *Illinois Teacher* was responding to an emerging societal trend. As early as 1940, Spafford (1940) had drawn attention to the possibilities of including education for paid employment in high school home economics programs. Brown and Arneson (1944) listed many home economics related occupations requiring less than degree level preparation and made strong recommendations that adjustments be made in the secondary school curriculum to offer preparation for paid employment.

The notion of 'gainful' (as opposed to 'useful') home economics was gathering a strength in the early 60's that would, along with a broad range of subject and societal demands, culminate in the Vocational Education Act of 1963. A simple one-page announcement in *Illinois Teacher* vol. VI, no. 8, heralding a coming event, "A New Look at the Vocational Purposes of Home Economics Education... A Conference", provided a brief intrusion into the more traditional concerns of home economics educators of the day.

The stated aims of this conference included taking a new look at the changing roles of women, and exploring the implications for home economics in secondary schools; reviewing the contemporary teen culture and related implications for home economics; and a re-thinking of the vocational purposes of home economics education (Division of Home Economics Education, 1963). Sponsored by the Division of Home Economics Education, and influenced largely by the expertise and commitment of Elizabeth J. Simpson, Chairperson of Home Economics Education, this conference is undoubtedly a landmark in vocational home economics in Illinois.

The Vocational Education Act was a reality in 1963, but that year the *Illinois Teacher* gave little attention to the potential impact of this legislation. The Division of Home Economics Education was cognizant of the need to develop gainful home economics programs despite the inclusion of but a single article relating to vocational education in Volume VII. A graduate student, Ruth Whitmarch (1964) reported her study of the viewpoints of city supervisors of home economics educators concerning the dual-role employment emphasis in home economics, together with some of her findings regarding activities in city programs. The degree

of commitment to a changed emphasis was, however, becoming apparent further in the early part of 1964:

> *For many years, we in Home Economics Education have given most of our time and attention to preparation for the first of two roles—that of homemaker. In 1964, our concern for preparing young women for homemaking has not diminished! But we are responding to a new challenge... that of preparing girls for the wage-earning role as well as for homemaking (*Illinois Teacher of Home Economics, *VII, 6, 1964; p. 58)*

Evidence of the desire (of some home economics educators) to meet the new challenge of vocational home economics at this time, was seen in the workshops being held in summer school sessions across the nation, in conference themes, and in a developing literature in the field. The role of the *Illinois Teacher* in this process became apparent in Volume VIII (1964/65) wherein the entirety of the year's issues was devoted to education for paid employment—rather a bold step for a journal relying on the subscriptions of a more traditionally directed audience. The Editorial Board of *Illinois Teacher* was certainly aware of the implications of these new directions, prefacing Volume VIII with the acknowledgment that,

> *... no development in home economics education has aroused more emotion and controversy. Avoiding the controversial is not a purpose of the* Illinois Teacher. *Rather in this present volume, we hope to present various points of view and clarify some of the issues regarding education for employment (*Illinois Teacher of Home Economics, *vol. VIII, no. 1, 1964; p. 1)*

The Vocational Education Act of 1963 was essentially the result of two simultaneous social conditions. The more general of these conditions was related to that making up the "Great Society" concept or movement; the more specific condition was related to the high rate of unemployment which co-existed with acute shortages of skilled and technical manpower. Fundamental to the spirit of the 1963 Act was a direct attack on poverty and unemployment. The purpose of the legislation was to provide occupational training in any field below the professional level for secondary students, post-secondary adults and persons with special needs; to construct area vocational centres; and to develop ancillary services in vocational guidance, research and experimentation, work study and teacher training (Vocational Education Act, 1963). The intention was not only to complement the previously existing vocational legislation, but to go beyond the limitations of it in scope and potential audiences.

Prior to the 1963 Act, and in terms of enrollment numbers, home economics was the largest federally supported vocational program in the high schools. During the 1950's home economics programs had expanded to embrace courses in foods and nutrition, clothing and textiles, home equipment and furnishings, child development, family relations, consumer education and home management. In 1962, 1,726,000 students were enrolled in secondary home economics programs where the intentions were clearly to prepare youth for the responsibilities of home and family (Venn, 1964). The enrollment of students in homemaking programs which met state vocational requirements had risen from 8,439 in 1918 to 981,109 in 1961; by 1966, 1,855,824 students were enrolled in homemaking programs while 41,846 were in so-called gainful home economics programs meeting state vocational requirements. (U.S. Department of Health, Education and Welfare, 1968).

Illinois Teacher's Response, 1963-1968

What then was the response of *Illinois Teacher* in such a period of guided change and legislated re-direction in home economics education? It will be useful to review the content of the issues in the period between the Act of 1963 and the subsequent Amendments of 1968. From the data in Table 1 it should be apparent that *Illinois Teacher* was quick to identify itself initially with vocational education, and to maintain and consolidate this concern over the five year period.

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6. *Illinois Teacher of Home Economics*, 'Editorial', VIII (1), 1964, pp. 1–2.
7. *Journal of Home Economics*, '60th Anniversary Compilation—Through the Decades with the Journal', 61 (2) 1969, pp. 89–96.
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TABLE 1

Pages and Articles in Illinois Teacher of Home Economics Given to Vocational Education, 1964/65 to 1968/69

Volume	Number of Articles	Percentage of Total Articles	Number of Pages	Percentage of Total Pages
VIII, 1964/65	55	100	370	100
IX, 1965/66	5	19	91	25
X, 1966/67	7	23	88	31
XI, 1967/68	7	43	199	45
XII, 1968/69	14	48	192	54

No precise information is available here, but a cursory examination of other periodicals showed a much lesser concern (both qualitatively and quantitatively) with linking vocational education to home economics. The range and depth of *Illinois Teacher's* concern with vocational home economics is apparent from an examination of the journal's vocational content between 1964/65 and 1968/69, as shown in Table 2.

TABLE 2

Articles Related to Home Economics Occupations Published in the Illinois Teacher, 1964/65 to 1968/69 (Adapted from Brown, 1971)

Subject	Number of Articles
Curriculum Development	14
Legal Aspects	1
Occupational Orientation	3
Post-high School	11
Specific Programs in:	
Child Care	7
Clothing and Textiles	5
Cooperation with Other Agencies	3
Cooperative Programs	5
Food Service	7
Homemaker Services	12
Nursing	2
Personal Development	1
Pilot Programs	4
Miscellaneous Home Economics-related Occupations	15

A survey of the records kept by *Illinois Teacher* shows that subscription sales of the journal were buoyant in this period, suggesting a continuing demand for the content mix. Subscribers to Volume VIII (1963/64) ran to 3,400, and this level was maintained throughout the 1960's. Reprint information shows that issue no. 5 of Volume VII, "Adult Education: Preparation for Employment", was uniquely popular that year, and an extra 500 copies were run. The demand for issues focusing on the role of men and women, and social change and the curriculum outweighted the demand for issues dealing directly with vocational education in Volume X (1966/67) and extra copies were run. One of the best sellers in the history of *Illinois Teacher* was "Consumer Education for Disadvantaged Adults", Volume XI, no. 1 (1967/68) which sold .000 copies.

One of the broad objectives of the Vocational Amendments of 1968 was apparently to implement an earmarking of funds and a re-orientation of home economics. All programs, except consumer and homemaking (under Part F, Title 1 of the Act) were required to meet at least one of three tests; they had to (1) prepare students for employment, (2) be necessary to prepare individuals for successful completion of occupational programs, or (3) be of significant assistance to individuals in making informed and meaningful occupational choices

9. Simpson, E.J., 'Is the Home Economics Program in Your School in the Style of the 40's or the 60's?', *Illinois Teacher of Home Economics*, IX (6) 1966, pp. 316-319.
10. Spafford, I., *A Functioning Program of Home Economics*, John Wiley and Sons, New York, 1940.
11. *The Vocational Amendments of 1968*, Public Law 9-576, 90th Congress, H.R. 18366, October 16, 1968.
12. U.S. House, *Vocational Education Act of 1963*, Public Law 88-210, 88th Congress 1st Session, H.R. 4955, 1963, Section 122.
13. U.S. Dept. HEW, *Vocational Education—The Bridge Between Man and His Work: General Report of the Advisory Council on Vocational Education, 1968*, Washington, D.C., 1968.
14. Venn, G., *Man, Education and Work: Postsecondary Vocational and Technical Education*, American Council on Education, Washington, D.C., 1964.
15. Whitmarsh, R., 'Opinions of City Home Economics Supervisors on the Employment Emphasis in Home Economics Education at the Secondary Level', *Illinois Teacher of Home Economics*, VII (6) 1964, pp. 59–64.

(The Vocational Amendments of 1968). The 1968 Act included five new programs which were: exemplary programs, cooperative vocational education, consumer and homemaking education, curriculum development and leadership, and professional development.

In anticipation of this legislation, the focus in the home economics profession had expanded to such areas as workshops on the aging, consumer credit in family financial management, inner city problems, examination of professional roles, and implementation of new curricula to meet new demands (*Journal of Home Economics*, 1969). The 1968 Amendments provided home economists with some new challenges, particularly the challenge for innovation in the development of new programs to meet the rapid changes in society. Not the least of these challenges was the social need for consumer and homemaking education in Title 1 of the 1968 Act.

> *A contributing factor to the passage of Part F as a distinct section was the fact that members of Congress recognized what home economics programs in schools can offer individuals and families to help them cope with the complex problems of today's world. They were sensitive to the contributions that can be made to families, particularly those in the inner cities and rural areas who are beset with problems of poverty (Hurt and Alexander, 1969, p. 21)*

In brief, the intention of the 1968 Act was to provide part-time employment for continuation of vocational education and re-education, and extension to all ages in the community. Funding was to maintain existing programs and to develop new curricula in vocational education. The setting was against inner city problems of crime, disease, delinquency, illegitimacy, unemployment, housing, the Vietnam War, student unrest and new freedoms. Home economics education was to respond to the need for managerial and professional job-training, and the focus of family living in a world of change; an increase in job training at all levels, and an increased emphasis on sex education, teen culture, consumerism, longevity and disadvantaged persons.

The response to the challenge has been well met by *Illinois Teacher*. In terms of subject matter, the coverage has included almost all facets of concern to home economics educators. As Table 3 shows, the frequency of articles related to career and vocational education far outweighs any other single subject area. Generous attention has also been given to consumer education, which is the third ranking subject area. The combined frequency of articles dealing with human relations and human roles is further evidence of the concern for vocational education, as closer inspection of articles shows that much of the content deals with attitude formation and improved employment possibilities for women.

An analysis of total sales of *Illinois Teacher* shows that the all-time best seller was "Nutrition for Consumers", (XIV, 1) 1970/71, which sold a total of 8,300 copies. The issue devoted to "Consumer Education", (XIII, 2) 1969/70 was the next most popular, selling 7,900 copies. Two issues dealing directly with vocational education, "Home Economics Occupations", (XIV, 4) 1970/71, and "Exploring Careers in the Junior High School", (XVII, 2) 1973/74, have both been popular with sales approaching 8,000.

A much more detailed and meaningful analysis of the content and circulation of *Illinois Teacher* is needed. A more specific analysis would seek relationships between Federal legislation and journal content together with recognition of state policies in implementation. The conclusions arrived at above are somewhat speculative since some needed data are not available or are incomplete. Additional research is needed to analyze readership and discern trend relations between individual and institutional subscribers, and between vocational home economics educators and vocational educators generally. The factors determining the level of subscription also need analysis: the relationship between high demand and particular content may ignore more critical variables operative at a given time. The record of *Illinois Teacher* over the last two decades is one of growth, relevance and service: an objective analysis will be a contribution to the continued success of the journal in the years ahead.

Editor's postscript:

Since Dr. Lawson did his study we have published three more volumes of *Illinois Teacher* with a total of 28 articles pertaining to the occupational aspects of home economics education. We felt that since his work was historical in nature, it would be especially appropriate for this anniversary volume in which we "look back to plan ahead."

We have grown and we sincerely hope that our having to raise our subscription rates (for the first time in eight years!) will not interfere with our continued growth.

TABLE 3

Frequency of Articles by Subject, ITHE, Volumes XII-XXI (1967-1978)[3]

Subject Matter	XII-XVIII	XIX	XX	XXI	Total[4]
Adult and Continuing Education	4	––	2	3	9
Career and Vocational Education	62	1	8	2	73
Child Development	25	4	2	1	32
Classroom Management	––	––	––	3	3
Comparative Home Economics Education	––	2	3	1	6
Compensatory Education	20	––	––	––	20
Consumer Education	27	12	2	19	60
Curriculum Development (and Issues)	12	10	9	17	48
Evaluation	12	––	––	––	12
Family Life Education	14	11	5	11	41
Food and Nutrition Education	21	15	13	6	55
Future Orientation of Home Economics	6	––	4	2	12
Gaming and Simulation	12	4	––	––	16
History and Philosophy of Home Economics	––	––	4	2	6
Housing and Interior Design	11	1	6	1	19
Human Relations	29	6	8	13	56
Human Roles	24	3	13	4	44
Individualized Instruction	11	3	2	1	17
Integration with other Subjects	2	––	––	––	2
Metrication	5	2	1	2	10
Minorities	4	1	––	––	5
Quality of Life	––	11	––	––	11
Resource Management	8	––	5	11	24
Special Needs Students	––	4	––	6	10
Teaching Aids, Techniques	17	17	8	27	69
Teaching as a Profession: Issues and Concerns	––	––	––	10	10
Textiles and Clothing	6	––	1	2	9

[3]Calculated from a 'Cumulative Index of Articles in ITHE, Volumes XI-XVIII', *Illinois Teacher,* XIX (5) 1976, pp. 117-182; 'Subject Indexes for Illinois Teacher', Vol. XIX, 1975/76, pp. 305-306, Vol. XX, 1976/77, pp. 264-265, Vol. XXI, 1977/78, pp. 278-280.

[4]Total does not represent the number of articles appearing in *Illinois Teacher:* cross references include the article under all appropriate subject-matter classifications.

More from Undergraduates...

"The Home Economist of 2081"

At the 1981 state conference of the Student Member Section of the Illinois Home Economics Association, participants were invited to enter an essay contest with a brief paper on the Home Economist of 2081. In the excerpts below, the winner and the two who received honorable mention are listed first.

The home economists of 2081 will be professionaly oriented men and women addressing the world's problems and working toward answers to those problems. They will be concerned with the health and well-being of the world's people. People are going to turn to the home economist for practical solutions to their problems....the elderly...nutrition.

Annette Drone
Southern Illinois University

The home economist will be concerned with the stability of our most basic institution, the family....She or he will be involved in further education... reading, attending conferences, and maintaining communication with others in the profession.

Becky Baker
University of Illinois at
Urbana-Champaign

Sweet aromas arouse the sleeping home economist. As she enters her kitchen, she finds a completely balanced, attractive breakfast prepared by the family robot....After breakfast she enters her home office where computers, TV, and other mass communications systems aid her in her daily job of educating others about home computers....At the day's end, she relaxes with her family and plugs in the next day's program...

Trish Merna
Eastern Illinois University

The home economist of 2081 is going to be very dedicated to her career...She will teach working mothers how to use computerized systems as a part of their daily lives....Families will need to conserve energy and use their resources as efficiently as possible. The home economist will help them manage...to make their lives productive...

Beth Molan
Bradley University

In 2081 home economics will become a more highly specialized field....It will become more computer oriented...

Julie Schneider
Olivet-Nazarene College

The family will be the focus for a majority of home economists in 2081. The role of counselor will be an important one and also necessary for the future of an American tradition....She is a key to better living and goals with a purpose. She is an innovator of ideas and an initiator of action.

Lisa Sherman
Bradley University

By 2081, the field of home economics will be essential in strengthening the quality of life. There will be both men and women home economists....They will be most respected and needed.

Teresa Coleman
Olivet-Nazarene College

By 2081, Home Economists will be right up there with the doctors and lawyers. They will not be stereotyped nor considered unimportant. Home economics will be one of the top 10 most respected professions.

Marcia Romanofsky
Southern Illinois University

We will be a very unique group of people with direction to help change the world for the better. People will look up to home economists.

Jennifer Schwan
Southern Illinois University

The home economist of 2081 will be more aware of her career....She will offer programming on self awareness and ability to use what you have as natural surroundings."

Darla Simpson
University of Illinois at
Urbana-Champaign

As I sit in my consumer affairs office at Living Easy Industries, pondering the problems and concerns of the day, I realize how home economists are needed and loved. The most pressing issues include complaints against the new robot maid, model number 117X, which has completely turned many households across the United States into jungles. The office phones are busy with calls from irate housewives who have mechanical creatures vacuuming pets and walking tuna casseroles. I'm just about ready to throw in the towel when I realize this is not the attitude of a professional home economist. I must serve consumers responsibly, efficiently, and with genuine concern....We are important and others are convinced that we are the doorway to resolution of many of the problems they face in their day-to-day lives.

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OF HOME ECONOMICS

A Look Back to Plan Ahead

Home Economics Teachers and Extension Home Economists Work Together

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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Champaign, Illinois 61820

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Address: ILLINOIS TEACHER
350 Education Building
1310 S. Sixth St.
University of Illinois
Champaign, Illinois 61820

Telephone: 217-333-2736

Foreword

As home economists continue their search for definition of and dimensions for professional practice in the decade of the 80's, it is appropriate and challenging to look at the similarities and differences between home economics educators employed in two distinct delivery systems, public schools and the Cooperative Extension Service. In this particular issue, focus is on the vocationally funded home economics program in the public schools.

The purpose of this issue of *Illinois Teacher* is to increase understanding among all home economists about the commonalities of their professional preparation and professional practices, regardless of the educational setting. Through greater understanding and appreciation of two delivery systems it is anticipated that cooperation among home economics educators can increase, ultimately benefiting the individuals and families served by home economists in both systems.

All of the authors who wrote articles for this issue of the *Illinois Teacher* live in Oklahoma and practice the profession of Home Economics in the Cooperative Extension Service, public schools, or higher education. The guest editors have each practiced in both extension and public education at several levels from teachers to administrators.

This issue is organized around selected persistent problems facing individuals and families today and the educational approaches used by home economics educators in dealing with such problems. Cooperation and collaboration between and among classroom teachers and extension educators are apparent in the writing of the articles and the programs presented. The guest editors have set the stage for the issue by identifying commonalities in professional preparation, practice, and the delivery systems for educational programming. When home economics educators can view themselves as having more similarities than differences and increase their cooperative programming, it is our belief that the entire profession will be strengthened.

Peggy S. Meszaros
Elaine Jorgenson
Beverly Crabtree
Guest Editors

Elaine Jorgenson, Ed.D.
Department Head, Home Economics Education and Community Services, Oklahoma State University

Peggy S. Meszaros, Ph.D.
Associate Dean of Home Economics Cooperative Extension, Oklahoma State University

Beverly Crabtree, Ph.D.
Dean, College of Home Economics Oklahoma State University

Editor's Note: *Illinois Teacher happily welcomes our distinguished Guest Editors from another state and thanks our Oklahoma colleagues for their fine contributions to this issue.*
We are moving around the country!

—HTS

Home Economists as Educators:
Linking Cooperative Extension and Vocational Education Systems

Peggy S. Meszaros, Ph.D.
Associate Dean of Home Economics Cooperative Extension
Oklahoma State University

Elaine Jorgenson, Ed.D.
Department Head,
Home Economics Education and Community Services
Oklahoma State University

Beverly Crabtree, Ph.D.
Dean,
College of Home Economics
Oklahoma State University

As home economists in formal and informal educational settings address the challenges of dealing with persistent problems facing individuals and families, they increasingly must be able to identify their unique professional mission and focus and join hands across institutional settings to plan, implement, and evaluate effective programming. Too often barriers are created through the titles we carry or the agencies or institutions within which we work. Because one is labeled a "vocational educator" or "home economics teacher" and another an "extension agent" or "extension home economist" the commonalities of our professional preparation and practices are too often lost. More importantly, when cooperation has not existed or has been minimal between the two systems, the result has been lost opportunities for families to grow and profit from the educational, developmental programming available through home economics. What are the unique focus, mission, and practices of home economics, what commonalities exist between those home economists employed in public school and extension settings, and how can the profession gain strength by cooperative programming?

Focus, Mission and Practice of Home Economics

"Home Economics is the only profession and body of knowledge which: (1) focuses on the family as its core and nucleus, and (2) works predominately in a preventive, educational, developmental mode rather than through remediation, therapy or crisis intervention."[1] The mission of home economics, as identified in *Home Economics: A Definition,* is "to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead (1) to maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them."[2]

If we accept these statements as identifying our common uniqueness as home economics educators, regardless of our work setting, we are all "about" the same ultimate goal, enabling families to function by building upon their own strengths. We do this through preventive, educational, and developmental programs focused on the practical, persistent problems related to adequate nutrition, parenthood education, financial management, consumer education, development of youth and adult leadership, housing, clothing, personal and family relationships, and human development. These problems have confronted generation after generation of families and will continue as perennial problems facing human beings living in a human society. Brown and Paolucci insist that "persistent problems concern what families should do in the formation of the self and in the formation (or reformation) of society."[3]

According to the U.S. Department of Education in 1979, approximately 3,710,246 junior high, secondary, post secondary and adult students were enrolled in vocational consumer and homemaking programs;[4] and approximately 4,501,961, in fiscal 1978,[5] were being reached by extension home economists. These represent a cross-section of our

[1]Kinsey B. Green, *Economie Familiale Home Economics Hauswirtschaft* (Paris, France: 5, Avenue De La Porte Brancion 75015, Decembre 1980), p. 67.

[2]Bea Paolucci and Marjorie Brown, *Home Economics: A Definition* (American Home Economics Association, 1979).

[3]*Ibid.*

[4]U.S. Office of Education, Vocational Education Information Series, 1979.

[5]*Evaluation of Economic and Social Consequences of Cooperative Extension Programs* (Washington, D.C. USDA-SEA-EXT, January 1980).

population. Recently, emphasis has been placed on programming for special audiences by both vocational education and cooperative extension.

For example, programs and classes have been and are being carried out for special groups in our society to cope in today's world. These include:

- programs in prenatal care, child care, and family relations for teenage parents;
- programs in public housing units for elderly on money management, preparation of low cost meals and community services;
- programs in consumer education, homemaking and wage earning for persons in prisons;
- programs for displaced homemakers on money management, assertiveness training and job hunting;
- programs in migrant worker camps to teach homemaking skills;
- programs for the handicapped on grooming, personal care and simple meal preparation;
- and programs on meal preservation and food storage in community centers for persons in economically depressed areas.

Commonalities of Competencies and Delivery Systems

As a result of a national workshop sponsored by the American Home Economics Association in 1974, specific educative competencies were identified. Such competencies relate to the professional abilities of home economics professionals as educators. "Although not labeled 'teachers,' other home economists are involved in the teaching/learning process in their professional roles in business, extension, health and welfare, research, and other areas of family/community service."[6] The home economics professional who assumes the role as an educator would be expected to have a "portfolio of educative competencies" in order to be an effective educator. The commonalities between the necessary educative competencies for home economics teachers and extension home economists are significant.

A "portfolio of competencies" relevant to home economics professionals in the public schools and in extension can be built by selecting the generic competencies from the publication, *Competency-Based Professional Education in Home Economics*, often referred to as the "tree book." Figure 1 identifies those fundamental preprofessional competencies needed by home economics educators in the public school and extension settings.

The Home Economics Educator will

- formulate and communicate internally consistent professional beliefs based on philosophies of home economics and of education in contemporary society.
- relate professional beliefs to decision making in educational settings.
- demonstrate ability to fulfill the professional role of the home economics educator, as a facilitator of learning, counselor, team member, communicator and interpreter, a liaison with community, and a member of the profession.
- demonstrate a commitment to the professions of home economics and education.
- assume responsibility for continuous personal and professional growth.
- demonstrate ethical personal and professional behavior.
- analyze and evaluate social action that influences the well-being of individuals, families, and communities.
- collect and analyze relevant information for programs.
- select and justify the objectives, content, and strategies appropriate for programs.
- organize home economics subject matter into sequential patterns to meet needs of clientele.
- implement a plan for a given program.
- evaluate objectives and goals of clientele in relation to program planning.
- use communication skills to facilitate learning.
- design instructional plans appropriate to the needs of learners.
- implement instructional plans.
- plan for and use evaluation as an integral part of the teaching/learning process.
- establish and maintain an environment that facilitates achievements of objectives.
- recognize and appreciate the role of research in facilitating the teaching/learning process and in expanding knowledge.
- use research findings to improve the teaching/learning process and as a source of knowledge.
- comprehend the elements of the research process.

Source: Adapted from Competency-Based Professional Education in Home Economics, AHEA, 1974.

FIGURE 1. Selected competencies for home economics educators.

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[6] *Competency-Based Professional Education in Home Economics: Selected Competencies and Criteria* (Washington, D.C.: American Home Economics Association, 1974).

Vocational Education

A. Federal Legislation
   Smith-Hughes 1917 (original)
   P.L. 94-482 (current)
B. Administered Through State Setting
   State Department of Education
C. Administered by State Director of Vocation Education
   State Supervisor of Home Economics
   District/Local Home Economics Supervisors
   Home Economics Teachers
D. Advisory Committees
   State
   District/Regional
   Local
E. Educational Programs for Youth and Adults
   FHA/HERO
   Elementary through adult
   Emphasis on in-school programs; outreach
F. Funding
   Federal
   State
   Local
G. Home Economics Mission
   Preparation of males and females for the occupation of homemaking
   Preparation of males and females for wage-earning jobs
H. Professional Association
   National - AVA; AHEA
   State - State Affiliates
I. Entry Level Educational Background
   B.S. in Home Economics
   Vocational Certification

Cooperative Extension

A. Federal Legislation
   Smith-Lever 1914 (original)
   P.L. 95-113 (current)
B. Administered Through State Setting
   Land Grant State University
C. Administered by State Director of Cooperative Extension
   State Leader of Home Economics
   District/Local Home Economics Supervisors
   Extension Home Economists
D. Advisory Committees
   State
   District/Regional
   Local
E. Educational Programs for Youth and Adults
   4-H
   Age 9 through adult
   Emphasis on out of school programs; some coordination with schools
F. Funding
   Federal
   State
   Local
G. Home Economics Mission
   Extension of research-based useful and practical information to males and females in the areas of food and nutrition, textiles and clothing, housing, child development, and family relations, and resource management
H. Professional Association
   National NAEHE; AHEA
   State- State Affiliates
I. Entry Level Educational Background
   B.S. in Home Economics

FIGURE 2. Similarities in two delivery systems for home economics.

A review of Figure 2 clearly delineates the many similarities in the two delivery systems—Vocational Education and Cooperative Extension. Fundamental threads through both systems are the federal legislation base with continuing impact, administration through a state setting with similar funding sources, and processes for program planning and implementation. Not so apparent but true nonetheless are the common problems faced by both systems in that few home economists serve as decision-makers at high levels as either State Directors of Vocational Education or the Cooperative Extension Service. Both systems have also recently been through national evaluations which pointed to the need for more documentation of program effectiveness.

The most clearly distinguishing basic difference between the settings continues to be the emphasis of vocational education as an in-school formal education program while extension is characterized as an informal, out-of-school program. However, exceptions can be found even here for vocational education is developing more outreach programs in the community setting and many 4-H programs operate within the formal classroom structure. Both the examination of competencies needed and delivery system characteristics lead us to ask the obvious question: How can home economics educators in both settings work more cooperatively together to benefit individuals and families?

Strengthening the Home Economics Profession Through Cooperative Programming

Many opportunities arise for cooperation between classroom teachers and extension home economists. For example, at the local level serving on each other's advisory committees and/or sharing some of the same advisory committee members can insure more complementary programming to meet the needs of the clientele. Community projects resulting in some action

research can be jointly planned, implemented, and evaluated. Inflation has increased the need for more than one family member to be employed. This means there are increased needs for emphases upon employability skills as well as management skills. Joint efforts in assisting family members through both formal and non-formal education modes to meet crisis situations can result in greater satisfactions for the family.

Cooperative efforts can also be used to communicate activities that may have impact upon public policy affecting families. An information clearing house or joint consultative activities can be organized for the community. In-service programs can be developed that serve the needs of both the classroom teacher and the extension home economist. These can be planned by joint committees at the local, district or state level. At the higher education level, curriculum review committees can include both groups since the concepts taught are usually applicable to both the home economics classroom teacher and the extension home economist. These are just a few of the cooperative efforts which can have impact upon the lives of families in communities.

Throughout the United States, there is tremendous potential for increased networking and cooperative programming between and among practicing professionals who interact with a large segment of the population. The home economics programs in the public schools, cooperative extension, businesses, and in the many other educational and service programs in which home economics professionals are practicing in their local communities provide this opportunity. The potential for audiences that can be reached through home economics professionals is almost unlimited. Through this extensive home economics network and with increased cooperative planning, home economics professionals can continue to play significant roles in assisting families to deal effectively with persistent problems.

The articles in this issue focus primarily on the cooperative programming between home economics teachers and extension home economists. However, it is anticipated that practicing home economics professionals will find it increasingly important to expand their efforts to "reach-out" and develop similar cooperative programming with home economists in other educational and service programs in their local communities. Professional preparation and inservice education programs in higher education will need to address this as graduates and practicing professionals seek to increase their competencies.

Well-Prepared Caregivers Are Vital to Day Care

Betty Stratton
233 HEW,
Oklahoma State University
Stillwater

Maxine Hall
Training Specialist
Oklahoma Training for Child
Care Careers

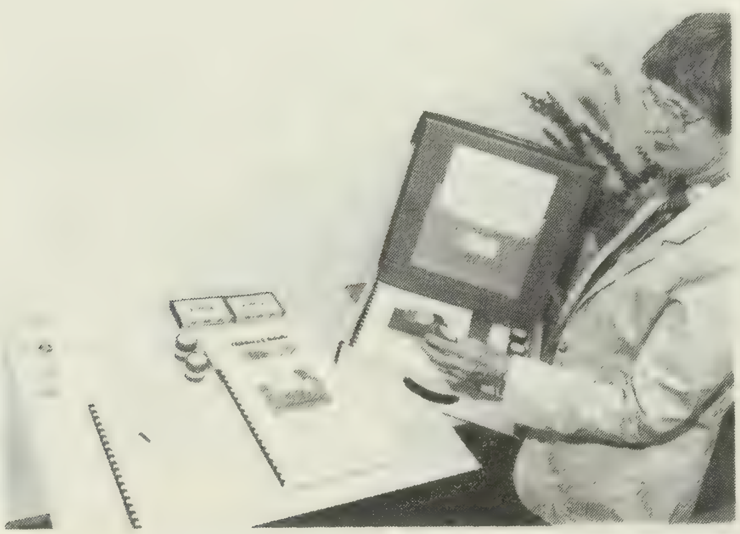
Joy Jones
Cooperative Extension
Home Economist
Bryan County, Oklahoma

In your community, who prepares the caregivers of young children in day care for their jobs?

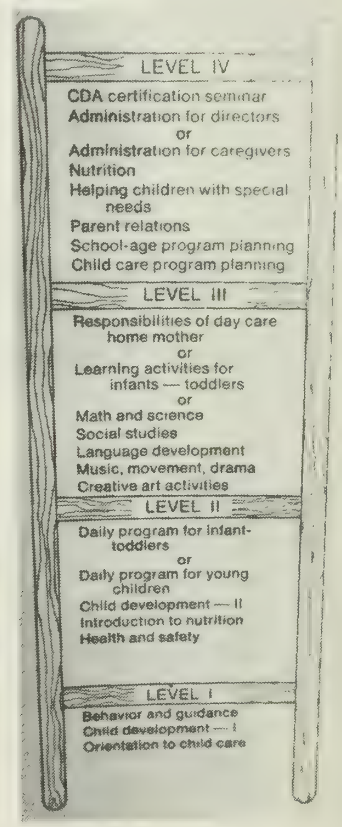
Are educational opportunities *suitable* and *accessible* to fully-employed workers available in your community?

The traditional sources of basic child-related education—high schools, colleges, universities—may be scheduling their courses in such a way that day care workers cannot take advantage of them.

- Many educational institutions schedule basic child development and early education courses from eight to twelve in the morning—the busiest hours of the day care worker's day!
- The semester-long course may be prohibitive in terms of caregivers' time, energy and money. Many day care workers are paid little more than minimum-wage. They go home, after a day with young children, to family responsibilities and household duties. They cannot sustain a long-range commitment to preparation for the job.
- Day-caregivers complain that they do not always see the relevancy of theory-focused instruction on the daily work they do with young children.



The Training Package. All of the basic materials for short courses are prepackaged in a box like this. Betty Stratton, Child Development Specialist, checks a package before sending to a community.



Oklahoma Child Care Career Advancement Ladder. Short courses are arranged on the ladder. The courses build advancing skills and understandings.

Our own Elaine Wilson, Cooperative Extension Specialist, volunteered her time to teach this local course in Behavior and Guidance. A local church donates the training space. OTCCC provides the training materials and recognition.

In 1974, concern about the low morale and high job turnover of ill-prepared caregivers prompted a group of Oklahomans to begin a study of day care preparation. The above perspectives came from the three-year dialogue between educators and day care personnel that ensued. As a result of these conversations, the following criteria for day care training were developed:

- Day care personnel should be included in the planning stages of any program.
- The education should be given in short, inclusive courses with closure at the end of each course.
- A series of courses can be scheduled, but there should be "recuperation time" between the courses.
- The series of courses should build advancing competencies and encourage continuing education.
- Costs should be low.
- Materials should be job-related and job-specific.
- Materials should be free from professional jargon.
- Caregivers may not be willing to drive more than 15 minutes to reach the program.
- Recognition for progress should be given at each step of the process.

In 1976, armed with the above criteria, the Oklahoma group wrote a long-range state plan for the preparation of child caregivers. They formed a voluntary organization, Oklahoma Training for Child Care Careers, whose dedicated Executive Committee began to implement the plan. Funding and support were provided by the Cooperative Extension Service, Oklahoma State University, and by Title XX contracts through the State of Oklahoma Department of Human Services.

Today, the program provides:

- Materials for a series of short courses in child-related content.
- A community-based, community-sponsored delivery system.
- A record and recognition system.

Oklahoma has been using Child Care Careers materials and systems state-wide since 1978. The organization has

- Provided resources for over 50,000 caregiver-hours of training.
- Entered and advanced over 2,000 caregivers on a Career Ladder.
- Involved 80 community sponsors and 140 volunteer teachers in 300 courses. Programs have taken place in 37 of Oklahoma's 77 counties.

Licensing Service workers of the Oklahoma Department of Human Services encourage training and many act as teachers in their service areas.

Home Economics Cooperative Extension (HECE) has also played a major role in the success of Oklahoma Training for Child Care Careers.

This is to certify that

has completed all requirements for Level I of the Child Care Career Advancement Program

OKLAHOMA TRAINING FOR CHILD CARE CAREERS

Executive-Director | Chairman

Date ________

CERTIFICATE OF RECOGNITION

This is to certify that

____

has completed on Level I of the Child Care Career Advancement Program

Date ________

Oklahoma Training for Child Care Careers

Trainer-Coordinator | City

Training Sponsor | Executive Director

Recognition is an important part of Child Care Careers programs. The levels on the Advancement Ladder and recognition document are color-coded. Certificates are sent after every course. Pins and wallet cards are presented when a level is completed.

- In addition to local funding for the Title XX contracts, the project director is a State Specialist in Child Development. One-third of her time is released to the program.
- County Extension Home Economists respond to local needs in a variety of ways. They act as community sponsors, serve on day care training committees, donate sites and provide office services to link local groups with the OTCCC office.

What do caregivers, themselves, think of Child Care Careers training? These are some of their comments:

★ *"It has helped me realize the responsibilities I have as a caregiver and how important I am and how much I influence the children I work with."*

★ *"I have noticed, as the weeks progressed, that I have a better relationship with my children at the center."*

★ *"I have stopped yelling!"*

★ *"It has helped me listen to the thoughts and feelings of other caregivers."*

★ *"I was ready to quit my day care center job. I was so discouraged. But coming to these classes has meant so much to me. Now I am anxious to come . . . I feel better about my job and feel needed."*

★ *"The printed materials were practical and specific. They seemed to have been written by someone who had had experience with children, as well as an education."*

★ *"I just want you to know that through these classes I found out I could learn. Now I've enrolled in our junior college and I'm going to get my associate degree!"*

The 1979 National Day Care Study found staff with child-related education a key factor in the provision of quality day care for young children. Oklahoma Training for Child Care Careers is one state's response to this educational need.

Is suitable, accessible caregiver training needed to improve day care in your community and state? If so, you might try what Oklahoma did. We called together a group, looked at our educational resources, listened to caregivers needs and constraints, and PLANNED!

Home Economics Students Teach, Learn and Have Fun

Ruth D. Winter
Extension Home Economist
Adair County
Stilwell, Oklahoma

Janice C. Vaughan
Extension Home Economist
Indian Program
Adair, Cherokee, Sequoyah, and Muskogee Counties
Stilwell, Oklahoma

Ann Ritchie
Vocational Home Economics Teacher
Stilwell, Oklahoma

Ninth grade home economics students realized learning could be fun as they developed a nutrition education puppet program for pre-school through third grade students. The project involved many learning situations for the students as they became involved in compiling material, writing scripts, developing tests and learning puppetry techniques.

"Good nutrition is more important than we thought it was," stated one home economics student, as she reviewed nutrition information for their program.

The students wrote and presented three puppet shows: "A Day of Learning" focusing on the importance of an adequate diet; "Snacking Mouse," a presentation on nutritional snack foods featuring the filmstrip "Snacking Mouse";[1] and "Spunky's Breakfast Adventure" emphasizing the importance of breakfast.

Pre-tests and post-tests were developed by each group and presented to those attending the program. The pre-testing indicated a lack of knowledge concerning nutrition and the importance of eating the right kinds of foods. The attentiveness and interest of the students during the programs were excellent, and their response to the post-test indicated that the level of nutrition knowledge and awareness of good eating patterns had increased.

A follow up conducted one month later by home economics students indicated that nutrition information in the puppet presentations had been retained by the students. The student evaluation consisted of an oral question and answer session over the material covered in the puppet presentations. One teacher commented, "Clowns and puppets are a good way to teach first graders anything and my students learned a lot. The home economics class did a good job."

Idea Originates From Advisory Committee

Advisory committees are a vital part of Cooperative Extension and Vocational Home Economics programs. The similarities between these two programs make it important for home economists to assist each other in conducting educational programs. This cooperation can help coordinate and strengthen the total home economics program in the county. At one such advisory committee meeting held by the Vocational Home Economics Department, a need for nutrition education for young children was expressed by the school health nurse.

Nutrition education puppet programs were being presented to this age group in other counties by Extension Homemakers and older 4-H youth. When this subject was mentioned by the nurse, the extension home economist suggested the use of puppetry. The home economics teacher agreed to teach junior high home economics students to prepare the nutrition lessons for presentation to pre-school through fourth grade. The extension home economists assisted with teaching the home economics students by teaching puppetry techniques, the use of audio visual materials and the actual construction of simple hand puppets.

Students Get a Variety of Learning Experiences

The nutrition education program was used as a special class project for the ninth grade home economics class. Students were required to investigate their topics and write original scripts for their programs. The school's media center was also used by the class as they searched for visual aids and testing ideas. This additional learning experience allowed the students to "write and portray ideas through puppets." As one student commented, "we learned how to work with children and how to talk in front of an audience."

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[1]Available from *The Polished Apple*, 3742 Seahorn Drive, Malibu, California 90265.

The home economics students researched their subject before writing scripts for the puppet presentations.

These kindergarten students were very attentive and showed an increased knowledge of nutrition as a result of the programs.

The nutrition education puppet program has many far-reaching implications for the participants. As the supervising home economics instructor stated, "Not only did the class learn nutrition, but many of them developed a sense of responsibility and improved their self-esteem. They were more motivated to learn as they became the teachers. Students with poor study and work habits showed improvements in class attendance and quality of work." Clown costumes were used by one group and shy students were able to get involved through role playing.

From a basic need identified in the advisory committee, a nutrition education program evolved that reached a total of 530 kindergarten through 3rd grade students and 65 home economics students. The program included:

1. Preplanning by extension home economists and home economics teacher,
2. Teaching junior high school home economics students,
3. Presentations to elementary children by home economics students, and
4. Evaluation by students, home economics teacher, and extension home economists.

As the home economists evaluated the total program, future plans would include involving more home economics classes and requesting the assistance of the speech instructor in preparing and presenting the puppet plays. The nutrition education program was found to be a successful way of teaching basic nutrition to both elementary and secondary students.

Opportunities for Working Together

The extension home economists and home economics teacher have found that working together has enabled them more effectively to prepare and present programs for groups not presently being reached with home economics information. Other programs conducted as a joint effort for adult audiences have been Weight Reduction, Combining Homemaking and a Career, Managing Alone, and Making Knit T-Shirts. Future plans include a food preservation workshop. A special effort will be made to reach young homemakers with information that will assist them in cutting food costs.

Pre-tests and post-tests were given to all students attending the nutrition program.

Death Education*

Beatrice Paul
Vocational Home Economics Teacher
Chisholm High School
Enid, Oklahoma

Two of our students had a parent die and two students in the school died in tragic accidents this past year. These incidents made one realize how unprepared people, especially young people, are to accept the death of those close to them. After this realization, I searched for materials that would be available for use in the secondary school classroom. I found very few appropriate materials, so I developed a curriculum entitled "Death Education." Topics included in the curriculum are: attitudes toward death and dying, causes of death, stages of death, the grief process, children and death, careers in funeral service, funeral arrangements, facing your own death, and writing a will.

The following resources and topics were used in the teaching of the class:

Resources	Suggested Topic
Police	Accidents/Murder
Nurse and/or Doctor	Illness
War Veteran	War
Elderly Person	Death in the "Old" Days
Psychologist/Counselor	Suicide
Terminally Ill Patient	Disease
Representative from "Make Today Count" Organization	Support groups for terminally ill
Dictionary of Occupational Titles	Career study
Occupational Outlook Handbook	Career study
Funeral Home (field trip)	Cost of dying
Death certificate	Uses of death certificate
Attorney	Wills
Real Estate Agent	Ways of owning real estate property and their advantages
Lawyer or State Bar Association Representative	Ways of transferring ownership a. By Contract b. By Gift c. Combined Sale and Gift d. Co-ownership e. By Will f. By Law of Descent
Insurance Agent	Annuities Trusts Insurance - Kinds, Coverages Procedure to follow when death occurs
Bank Trust Department Representative	Trusts
Internal Revenue Service	Gift Taxes State/Estate Taxes
State Legislator	State statutes concerning death (or estate planning)
Social Security Representative	The offices and their functions that are involved in case of a death
Veteran Administration Representative	Benefits and eligibility Burial flags
Eye Enucleator	Eye Enucleation

Student comments were very positive toward the class.

"This was a good thing to teach because even though it isn't a topic I would prefer to talk about, it helped me to understand."

"This unit was one of the best we've ever had."

"I think it's very important that people know about death and how to cope with it."

*For information about a 50-page workbook with 28 perforated student activity sheets, contact the author at Rt. 7, Box 23, Enid, Oklahoma 73701. $3.50 plus postage. Teachers' manual $1.50.

Restructuring Your Environment:

A Program Outline and Plan of Action for a Curriculum on Home Remodeling or Adaptation

Betsy Gabb
Assistant Professor
Housing, Design and
Consumer Resources
Oklahoma State University

Suzi Holder
Assistant Professor,
Housing Specialist
Cooperative Extension
Service
Oklahoma State University

Much exploration is needed to determine what an individual's or family's housing needs are and to find the best way in which those needs can be met. Such decisions will become even more critical in the future as the costs of new construction rise and new sources of energy are introduced for home use. The public needs to become more aware of life style as well as the basic functional aspects of shelter. The curriculum outlined in this article is intended for use by extension home economists or vocational home economics teachers with youth or adult groups, as a means of providing sound information to individuals on which to base their housing decisions. A complete program content has been outlined. Each topic can be expanded through increased audience participation, the involvement of outside resource people, and the inclusion of other activities.

PROGRAM LOGISTICS

Audience

The information presented would be applicable to the homeowner and/or the prospective home buyer, or can be incorporated into upper level high school home economics or 4-H curriculums.

Length of Session

It is suggested that a minimum of one hour be spent on each major category outlined, but the content is such that it can vary from a 6- to 8-week short course to an entire semester's curriculum.

PROGRAM CONTENT

The overall program is intended to provide individuals with information regarding adaptive use/reuse of existing environmental structures, both interior and exterior. The program content as it relates to value clarification and decision making can be of particular benefit to upper level high school students.

Identifying Lifestyles and Living Patterns

This section of the program would focus on value clarification, recognition, and prioritization of individual's and/or family's needs, financial restrictions, and should also provide an understanding of function and circulation within the house. A discussion of lifestyle trends (i.e., nontraditional roles, reduced spaces, quality vs. quantity of possessions) should also be included. Within this program category, living spaces currently available to the family should be distinguished from those desired.

The discussion in this category should center around the following:

- family needs
- space allocation/zoning
- circulation
- seasonal usage
- interrelationship of exterior and interior
- alternate housing forms
- design for maximum energy efficiency

Resource materials:

- value clarification instrument

Small Homes Council-Building Research Council Publications, University of Illinois at Urbana-Champaign

Midwest Plan Service Home and Yard Improvements Handbook, Iowa State University, Ames, Iowa 50011

Methods of presentation could include discussion, illustrated lectures, and role playing.

Cost of Restructuring

The initial session of this category should be spent in determining what is effective restructuring. This can be done by distinguishing those things which increase the value of the property from those that do not.

Topics to be covered include:

effective remodeling
over remodeling
under remodeling
when to move
estimating costs and financing the remodeling

Resource personnel:

real estate appraisers
representatives of lending institutions

Methods of presentation could include a tour of home remodeling projects.

When to Hire a Professional

While there is involvement of professional resource people throughout the curriculum, it remains an essential part of the program to identify the functions, skills, and expertise of each professional available to the home remodeler; and to assist the prospective remodeler in recognizing his/her own limitations, and when a professional is needed. Approximate costs of the professional services should also be discussed. Appropriate use of these professionals can save the home owner money and relieve mental anguish. The following is a list of those professions that might be involved in a remodeling project:

architect
interior designer
landscape architect
general contractor
sub-contractors—electrical, plumbing, painting, etc.

Methods of presentation could include lecture and discussion.

Major Types of Adaptations

Remodeling can be in any of the following categories:

completion of an unfinished space
revision or relocation of spaces, walls, etc.
addition of new space

Resource materials:

Text books, e.g.,

Eccli, Eugene, ed. *Low-Cost, Energy-Efficient Shelter for the Owner and Builder.* Emmaus, Pennsylvania, Rodale Press, Inc., 1976.

New Life for Old Dwellings Appraisal and Rehabilitation. U.S. Department of Agriculture Forest Service Agriculture Handbook, No. 481.

Reader's Digest Complete Do-It-Yourself Manual, Pleasantville, New York: Reader's Digest Association, 1973.

Watkins, A. M. *How to Judge a House.* New York: Hawthorn Books, Inc. 1972.

Hudson magazines
Popular publications on the newsstands

Resource personnel:

interior designer
architect
home economist with a utility company (kitchen planning)

Methods of presentation could include tours of successful home adaptations.

Local Building Ordinances

This section of the program should provide an understanding of the legal parameters in the geographic area under discussion. Items to be considered here would include:

- zoning ordinances
- deed restrictions
- building codes
- building permits and process needed to obtain one

Resource materials:

- copies of local ordinances and state building codes are available through the appropriate city offices.

Resource personnel:

- real estate attorney
- building inspector

Building Materials

A discussion of building materials currently available to the prospective remodeler should be included in this section. Care should be given to include those materials readily available to the home remodeler as well as other options (e.g., special orders, custom building).

With the use of appropriate resource personnel, this category may be subdivided into such topics as interior building materials, exterior building materials, and equipment selection.

Resource materials:

- product information/specifications available from building materials suppliers and equipment suppliers
- printed materials available from the utility companies
- Cooperative Extension publications

Resource personnel:

- building materials dealers
- contractors—general, electrical, plumbing
- representatives from utility companies, paint stores, carpet retail outlets

Methods of presentation could include a field trip to suppliers of building materials.

Effective Planning for Efficient Remodeling

It is important at this stage that participants develop a total remodeling plan. The plan should include the entire scope of the project, the time frame and resources available (human, financial, and material). Realistic consideration should be given to the space, changes in structure, mechanical systems, site, and energy conservation as they relate to the total project. This will provide for the most economical use of resources, both material and mental. This will also provide the remodeling project with a sense of cohesiveness whether the project is completed in the near, or distant, future.

Resource materials:

- drawing equipment for participants

Resource personnel:

- architect
- interior designer
- contractor/estimator

Methods of presentation could include a visit to on-site construction and a working/planning session. Evaluation of the plans can be done within the participating group, or with the use of outside "jurors" (architect, interior designer, landscape designer, contractors). Attention should be given to careful evaluation of cost effectiveness, creative use of resources, and the quality of life to be achieved.

EXPANDING THE IMPACT

Direct impact of this program upon the participants should be evident. To further the effect of the program, informative, supplementary news articles and television and radio spots can create public awareness—not only of the various facets of home adaptive reuse, but also of the programming expertise of the extension home economist and the vocational

home economics teacher.

Further impact of the program may be felt if, as participants explore each area, they compile a notebook of resources and decisions for future reference. This technique is especially applicable to the teenage participant.

EVALUATION AND CONCLUSION

The success of this program can be evaluated at the end of each program session using a written format. At the conclusion of the entire program, participants are requested to write a letter to themselves outlining their home remodeling goals and their plans for achieving them. These letters are then collected by the program coordinator for distribution to participants at an established date, e.g., 3 months from completion of the curriculum. Later evaluation can take the form of mail or telephone surveys taken six months from the completion of the program. This instrument should include questions regarding the degree of application of the program content and the satisfaction with the results of the remodeling efforts.

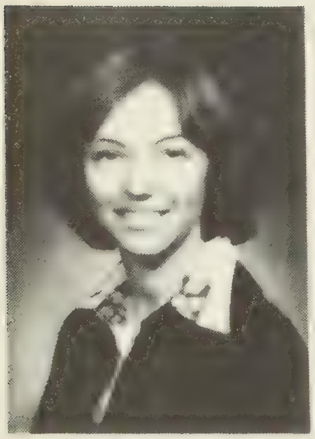
As a home economist, the creation of a better home environment for individuals and families will be the measure of success. Your imagination and time used in program coordination will increase the effect you can have on housing in your community.

Future Homemakers of America—Energy Lift-Off

Beatrice Paul
Vocational Home Economics Teacher
Chisholm High School
Enid, Oklahoma

An energy "Lift-Off" was staged by members of the Chisholm (OK) High School Future Homemakers of America chapter as a part of their activities during October—Energy Month. The 64 chapter members released 320 helium-filled balloons with an energy message written by the members. Other energy activities were also carried out during the month. Each day during October an energy thought was announced to the entire student body. Displays, bulletin boards, and posters were put up in the school. The FHA officers attended the Governor's Energy Awareness Conference. Bumper stickers were also given to all students. Several of the other classes in the school also became interested in doing special activities related to energy. The students in art classes made the posters, the librarian arranged energy materials for students to use, the physics class developed energy thoughts for the day, the agriculture class furnished supplies for the "lift-off," the band played the fan-fare and the photography class assisted by taking pictures of all the activities. During the month of October, energy ideas and concerns were incorporated into the home economics classes in all subject matter areas.

Licken' the Bowl—
A Parent-Child Nutrition Education Program



Diana D. Lewis, R.D.
Nutrition Education Specialist, Cooperative Extension Service and Assistant Professor, Department of Food, Nutrition and Institution Administration
College of Home Economics
Oklahoma State University

Jeanne Sneed, R.D.
Former Nutrition Specialist
Home Economics
Cooperative Extension
College of Home Economics
Oklahoma State University

Ida Faye Winters
Extension Home Economist
Jackson County, Oklahoma
Cooperative Extension Service

Judy Stadler, R.D.
Nutrition Specialist and Visiting Assistant Professor, Department of Food, Nutrition and Institution Administration
College of Home Economics
Oklahoma State University

Everyone knows that food is important to the child and to the entire family, but often, in our hurried lives, that importance is taken for granted. In the United States, growing concern about the nutritional status of the population has resulted in increased emphasis on nutrition education and the need for effective approaches to teach it.

Preschool and elementary school children are a primary target group for nutrition education. Young children have been characterized as receptive to nutrition education because (a) they are reached more easily then than at any other time of life, (b) they are flexible, open-minded, curious, and eager to learn, (c) they accept new knowledge and are in the process of forming lifelong habits, and (d) their range of interests is continually increasing.[1]

No better nor more effective place than the home can be found to lay the groundwork for good eating habits. There is a need to look on food preparation and eating as ways to help children enjoy family life and learn specific skills. Meal and snack times can be rewarding, even adventurous experiences.

"Licken' the Bowl" is a nutrition education program for parents of young children. It is designed to encourage parents and to instruct them in how to teach their children good eating habits in a practical way. In the process, many living skills are touched upon. As the parents and children prepare food together they share valuable time. The children learn to cooperate and take turns, serve others, work in a careful, safe manner, and develop creativity. Physical skills are developed by mixing, measuring and cooking while learning skills of language, science and mathematics.

Materials

The "Licken' the Bowl" series consists of a variety of materials for use and distribution by county extension home economists or classroom teachers. Nine **parent newsletters** are the foundation of the program. The initial newsletter introduces the letter series and explains the importance of nutrition and the variety of skills that a child can learn through food-related activities. The remaining are subject matter letters on the bread-cereal group, the fruit-vegetable group, the milk group, the meat, egg, and legume group, snacks, breakfast, beverages and sandwiches.

[1]Linda Hoffer, "Intern Compiles Nutrition Education Materials," *School Foodservice Journal*, **26**, No. 4 (1972), 29.

LICKEN' THE BOWL

OSU COOPERATIVE EXTENSION SERVICE

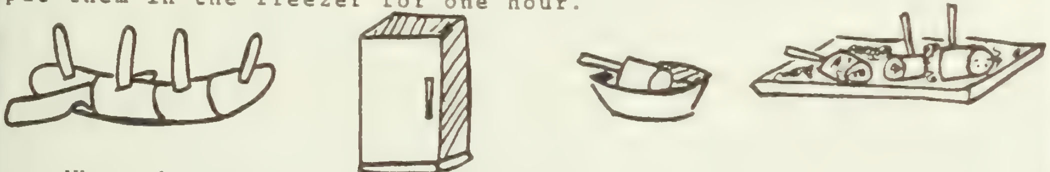
A Newsletter for Parents of Young Children

Self Propelled Snacks

The active young child is hungry all the time - and he likes to be busy. So why not help him to make his own nutritious snacks. Remind him to wash his hands before starting.

Crunchy Bananas - 4 pieces

After he has peeled a banana, your child can cut it in 4 chunks (with a blunt knife). If you have popsicle sticks, he can put each section of banana on a stick (but they are not necessary). Then put them in the freezer for one hour.



When they come out of the freezer, your child can roll the frozen banana pieces in orange juice. Then he quickly rolls them in wheat germ or crushed cereal (such as corn flakes.) You can help him crush the cereal with a rolling pin. The crunchy bananas are then ready to eat.

Ants on a Log - and Other Critters

Put out a platter of vegetable and fruit chunks, peanut butter and cheese spread. Add a few decorations such as raisins, peanuts or olive slices. Then encourage your child to make his own finger snacks. Have him give them names such as:

Ants on a Log	Apple Bug	One Eyed Monster	The Blob
Celery, peanut butter, raisins	Apple wedge peanut butter raisins	Green Pepper wedge cheese spread olive slice	Carrot stick cheese spread peanuts

Eight news releases are available for use in newspapers. The news releases, on each of the four food groups, are written two ways. One set is designed to be released when the newsletters are introduced. This set is intended to publicize the program and highlight the progress of the program in the community. The other set of news releases for the public contain general but related information which can be used with or without the newsletters.

In addition, a packet of materials has been developed for use by teachers of young children. The packet includes games, songs, puzzles, stories and activities which could be used in the classroom.

NOTE: A single copy of the "Licken' the Bowl" materials may be ordered free of charge from: Central Mailing Services, Oklahoma State University, Stillwater, Oklahoma 74078.

Family Fun Day

Classroom Uses

The "Licken' the Bowl" materials have proven versatile for a variety of extension nutrition education activities which may also prove useful for classroom applications. For example, one county sponsored a Family Fun Day to provide parents and their young children with learning activities. Two learning centers, one on snacks and another on breakfast, were set up. Hands-on activities were provided in combination with the "Licken' the Bowl" newsletters which suggested other activities relating to the two topics. A similar activity could be staged by a junior high or high school class in culmination of a unit on nutrition for young children. Learning centers, on a subject of the student's choice, could be prepared and set up in cafeterias, grade school rooms or in the home economics room. Children, kindergarten through third grade, could be invited to participate in the learning centers. Home economics students could put to use some of the knowledge they have learned as well as teach young children about the importance of good nutrition.

For another activity the teacher might have students "adopt-a-child." Students could utilize the newsletters as a parent would. They could teach their "adopted" young child something about nutrition, a skill involved in food preparation, safety or other aspects of food and nutrition life skills. As a result, students could better understand child development and could realize the joys and frustrations of parents. Additional learning about food and nutrition will take place for the students as lessons are prepared and taught.

Using these newsletters as examples, students could expand the series by writing additional newsletters on subjects they have chosen to study. Activities and recipes would be selected based on sound child development and nutrition principles they have learned.

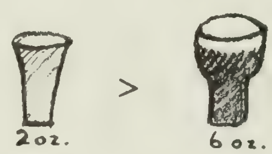
Newspaper articles could be developed by the students on snacks, breakfast, beverages, sandwiches or other topics of interest.

"Licken' the Bowl" materials could be used further for the development of demonstrations and lessons for grade school students, junior 4-H'ers or parents of young children. These materials would provide ideas for bulletin boards, posters and school lunch education.

Summary

"Licken' the Bowl" is a fun and appealing program for teaching a variety of food and nutrition skills to parents, their young children, and to junior and senior high school students. The flexibility of the materials makes their use effective for various audiences in many learning situations. "Licken' the Bowl" may become an educational activity as well as a fun activity for children and their parents as these materials are put to use.

Do you know . . .



why it is better to drink 2 oz. of orange juice at each meal than to drink 6 oz. for breakfast?

Answer: Because vitamin C helps the body utilize iron better when consumed at the same time.

Nutrition Education:
Reaching Beyond the Classroom

Barbara Alsup
Graduate Teaching Assistant
Department of Home
Economics Education and
Community Services
College of Home Economics
Oklahoma State University

Joan Baird, R.D.
Visiting Associate Professor
Departments of Home
Economics Education and
Community Services; and
Food, Nutrition and
Institution Administration
College of Home Economics
Oklahoma State University

Home economics teachers have traditionally been concerned with adult education in the community. What to teach, how to teach it, and how to recruit clientele have been questions not easy to answer.

In May 1980, the Oklahoma State Department of Vocational-Technical Education and the Department of Home Economics Education and Community Services at Oklahoma State University sponsored a workshop to prepare vocational home economics teachers in nutrition education and outreach programs. The workshop combined three of the special emphasis areas in the vocational education section of the Education Amendments of 1976, i.e., nutrition as a subject area, disadvantaged populations, and outreach from the regular school setting.

Utilizing target groups identified in need of nutrition education—low income families, senior citizen groups, Indian families, and teenage parents—workshop participants developed plans for outreach in their home communities.

Teachers used a variety of learning experiences to achieve the objectives of the workshop. Learning centers, videotapes, speakers from community agencies, and research in special nutrition topics gave the workshop participants opportunity to use their individual learning styles and let them experience methods they could apply to their selected target groups. Teachers evaluated and selected resources to be used in their programs.

Program Designs

Fourteen teachers participated in the workshop, May 1980. Two of the group did not teach the following year and were therefore not included in the evaluation. Teachers planned programs for elderly persons, low income families, and teenage parents. No programs were specifically planned for Indian families. However, one of the programs for the elderly had a substantial number of native American participants. Other sessions also reached some Indian families.

Nutrition Education for Senior Citizens. Seven of the 12 teachers directed their nutrition education efforts to the elderly with 24 outreach sessions for about 300 persons. Five programs were at senior citizens' centers and/or sites of the congregate meal programs. The other two teachers invited the senior citizens to the school. Topics of the outreach sessions included, but were not limited to, nutrition labeling, weight control, nutritious snacking, the Basic Four food groups, fiber, vegetable cookery, and calcium.

In order to accomplish the objectives of the outreach programs, teachers used a variety of teaching methods and activities. One teacher had a "sampling party" at the congregate meal site so that the elderly could sample common foods prepared new ways. Nutrition Bingo was used to reinforce the Basic Four food groups. Another teacher reported using a traveling microphone during presentations. The Future Homemakers of America sponsored two events—a potluck dinner and a Thanksgiving dinner, both with nutrition lessons along with the meal.

When one teacher planned her nutrition education programs for senior citizens, she included all her high school classes—one class for each month. Activities included: (1) a senior citizens' dinner, (2) skits on types of cookware, (3) skits on vegetable cookery, and (4) games of "Wheels" and "Bingo." The teacher also presented programs to the local Young Homemakers of Oklahoma organization and a civic group. The Young Homemakers provided support at the senior citizens' dinner. Participant feedback encouraged the teacher to continue programs each month and in the coming year.

Nutrition Education for Low Income. Two teachers chose low income families for their

nutrition education. In one program, high school home economics students presented a play on good nutrition to approximately 450 students, faculty and staff at the elementary school (predominantly low income). The other teacher reached 46 Headstart children and 18 parents with sessions on food purchasing and snacking for health.

Both teachers were encouraged by the community feedback they received. The teacher who worked with Headstart indicated that the community was supportive of any program to help the children. She plans to expand her nutrition education efforts next year to include grades K-6.

Nutrition Education for Teenage Parents. Three teachers directed their nutrition education efforts to teenage parents. In one program the teacher invited teenage parents to an evening workshop entitled "Feeding Our Children." When no one came, she worked through the homebound teacher and school classes to finally reach eight girls. The teacher reported that most of the girls were interested in problems of overweight.

Another teacher presented an outreach program to six teenage parents at an all-day Saturday session. The teacher and girls prepared lunch using recipes for nutritious foods obtained from the nutrition education workshop. This teacher reported that the all-day session seemed long, but that the girls were more attentive to information than they had been in regular classes.

The third teacher, who was new to her community, planned a program for teenage parents and pregnant teenagers. Even though she tried four methods of recruitment, she was unable to obtain participants.

Serendipity Effects. As a result of the outreach programs, consumer and homemaking teachers have made contacts and presented nutrition education information to many groups other than those in their original target plans.

Additional outreach reported by teachers included:

- two programs to Young Homemakers' Organization,
- one program to a civic group,
- a presentation to home economics teachers in sub-district professional improvement meeting,
- providing the elderly with information on turkey before Thanksgiving,
- contact with senior citizen who wanted to give food demonstrations to the teacher's classes,
- a display at the Mid-Winter Vo-Tech conference,
- using learning centers in classroom activities,
- contacts from the public for additional nutrition information, and
- planning of eight additional programs for their original target groups.

From visits to schools, it was obvious that teachers had increased their emphasis on nutrition education in the classroom. Teachers were using methods recommended in the workshop as well as the materials they had purchased. Several teachers had prepared learning centers. One reported that other teachers in the school had adopted her methods and were also emphasizing nutrition in their classes.

Successful Ideas

Some practices of the teachers in this group can be adopted or adapted by extension home economists and others planning outreach programs.

Recruitment. Teachers used a variety of communication techniques to elicit support and attendance. Direct personal contact was the most frequent and the most successful method of contacting participants. Teachers also used exhibits and posters, brochures and flyers, announcements to high school and community groups, and telephone calls. A few teachers used radio spots, mailings, or contacts with homebound students.

School and Community Volunteers. Teachers used a variety of resource persons from their communities, including personnel from senior citizens' centers, Health Department, Community Action Agencies, Cooperative Extension Service, Department of Human Services, the school system, and the March of Dimes. Officers of senior citizens' groups and students' parents were very helpful. Many local businesses cooperated by furnishing prizes and gift certificates. Civic groups donated money for expenses.

Most of the teachers used student volunteers in planning and presenting programs. The Young Homemakers organizations and community volunteers also assisted in programs. Three teachers involved their advisory committee members in planning and

making community contacts. Student volunteers used in the outreach programs were trained in class sessions, FHA meetings, and individual sessions.

Methods. All teachers used students in their programs. Students worked as volunteers in aiding the teachers in brainstorming new ideas, preparing educational materials, and presenting nutrition education information. One outreach program was the FHA's project of the month.

Teachers used discussions, bulletin boards, posters, games, demonstrations, learning centers, skits, slide series, laboratory sessions, food models, and sampling parties to achieve program objectives.

Effectiveness of methods seemed to be related to the teacher, the group, and the setting. No method was best for all situations. Variety adds effectiveness.

Motivation and Reward. Some of the most promising practices used with volunteers were (1) rewarding them with FHA points for their contribution, (2) having them prepare food and materials to be used in the program, and (3) allowing them to assist with the program (community involvement). On the other hand, participants were rewarded for their attendance and/or completion of the program in several ways. Seven teachers provided participants with take home materials, predominantly recipes. Favors were used by four teachers. Newspaper articles, pictures, and/or stories were used on seven occasions. One outreach program gave prizes for Bingo and one used door prizes. Certificates and food samples were also used once as a method of reward. One teacher did not provide participants with any form of recognition or reward. Participants seemed to appreciate take home items.

Evaluation Techniques. Informal feedback from program participants and members of the community proved to be the most useful method for obtaining evidence of program success. Teachers found difficulty in securing participants' cooperation to complete pre-tests and post-tests. Group members changed frequently, and lacked interest and/or understanding of the test.

Teachers used a form developed by the college staff to summarize the evaluation of their programs. Copies of the form are available from the authors.

Overall Impact

The 12 teachers held 31 sessions reaching an estimated 834 persons. As a result of their nutrition work, teachers presented seven additional programs to other groups. Eight future programs are planned for the target groups.

Students donated 689 hours to their respective communities. The value of student efforts for the community can be estimated by multiplying the total number of hours volunteered (689) times the minimum wage ($3.20). Using this formula the students' efforts can be valued at $2,205.

Nearly all teachers reported that the intergenerational contact between students and the elderly was the most rewarding aspect of the outreach program. Target group members indicated that social interaction and, in one instance, FHA support played an important role in their attendance. The teachers were encouraged to continue the programs throughout the year.

Teachers were consistently pleased with their outreach programs and the preparation and assistance they had received. Their main problem seemed to be finding time to prepare for the programs.

Not only has nutrition education emphasis in the classrooms increased as a result of the outreach programs, but there is also an increased awareness of nutrition in communities. The outreach program has also provided the teachers with a method of building community support for the home economics department and the school system.

Every calling is great when greatly pursued.

Stacia Ann Long
1980/81 President
Oklahoma Future
Homemakers of America
Garber (OK) High School

Leadership

If America desires strong leaders tomorrow, the students of today must have formal and very direct preparation in leadership. This instruction should emphasize goal-setting, time-management, and public speaking. All of these can be easily integrated into the classroom, meetings, and banquets.

Goal-Setting. Goal-setting is the root of all leadership. To accomplish anything great, one must know what s/he wants to accomplish. Success doesn't come to those who wait on it.

Students who are in a high school home economics course could have a very good goal-setting opportunity if they would choose to be in FHA/HERO. Being a local, state, or national officer is an experience one benefits from greatly. To become an officer, a student must set definite goals and work toward them and the adviser can be a significant influence in assisting the student in this effort.

The FHA/HERO Adviser should meet with all officers and have an exact list of goals they wish to accomplish during their tenure. Each officer who works with a committee should in turn do the same. The planning process for a meeting or banquet can be compared to studying for an exam or the way the instructor plans for a class session. One must study and plan ahead in order to do well. The goal is to be organized and keep things running smoothly from the time the first guest or member enters the meeting place until the last one leaves. The adviser or president should supervise the practice of everything that is going to happen and see it over and over until professionally presented.

Setting deadlines is one form of goal-setting. If a student has a project due on a definite day, s/he aims for that goal or deadline, and has to manage his/her time. The same is true while planning for a meeting or banquet. If students get everything ready a couple of days before the happening, last minute preparations which cause people to be more nervous than they are, can be avoided.

Time Management. Production of classwork and effectiveness of activities will improve greatly if time-management is put into practice. The sophomore year is a good time for students to begin organizing their obligations on paper. This is the best way to set priorities. You might suggest to students that on Sunday night before bedtime, they jot down the things they are responsible for during the next week. On Monday morning, they could make a list for that day and on Tuesday morning, look back over Monday's schedule to see if they need to add to Tuesday's list. If this can become a habit to the student while in high school, then, obligations will be covered more easily upon entering college or the work force.

The adviser could emphasize that each person should spend only a small amount of time in organizing and use the method best for the individual. This information could be in a small notebook that can be carried by the student.

A person must set priorities and stick to the schedule. The feeling of accomplishment one experiences from practical time-management is invaluable.

Public Speaking. A third aspect of leadership training is public speaking. This is a very broad topic, and is actually an outward presentation of one's leadership abilities. The importance of poise and enthusiasm should really be stressed. This "finishing touch" can make or break a banquet or meeting.

Here are some practical suggestions an adviser might make to the students:

1. For any meeting or banquet where there are more than fifty guests, *always* use a microphone. (If one is not available from school, perhaps the group should invest in a small portable one.) Students should practice with the microphone until they feel secure about

every aspect of the microphone. Don't start talking until your mouth is directly behind the mike. When presenting awards, do not turn your head to the person beside you. Talk into the mike, then give the award while you are not talking. If the mike squeaks, forget it, and act as if nothing happened. Don't make all kinds of facial grimaces. Don't say "Can you hear me?" Practice until you have complete control yourself.

2. No officer, student, or adviser should be chewing gum when they are in front of an audience.

3. Students should speak up. Even if they are reading something, they should practice until they can look up at least half the time.

4. When a student goes to the front to perform, the eyes and head should be directed to the audience, rather than glued to the podium. This commands audience attention from the beginning.

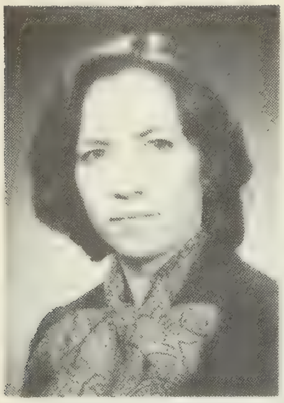
5. The most effective speaker looks directly at the audience. Eye contact is very important.

6. Students should greet all guests, whether it be in class, meeting, or banquet.

7. Walk and stand tall. If a person moves into position awkwardly, then this is how other people see you. Be proud of yourself. This, too, can be practiced. Stand with weight evenly distributed on both feet.

In conclusion, today's educators hold America's future in their hands. They can either teach the facts only, or they can strive to educate students to become well-rounded individuals. Youth organizations can truly benefit students, because they can actually put this leadership into practice. The home economics field is vast, and has room for exceptional leaders.

The Calculating Consumer:
A Creative Approach to Consumer Education



Shirley Hastings
4-H Curriculum and Literature Program Specialist
Cooperative Extension Service and Assistant Professor of Home Economics Education and Community Services
College of Home Economics
Oklahoma State University

Bonnie Braun
Family Resource Management Specialist
Home Economics
Cooperative Extension and Associate Professor,
Department of Housing, Design and Consumer Resources
College of Home Economics
Oklahoma State University

> BIRTH ANNOUNCEMENT
>
> Born to 4-H -- *Calculating Consumer*
>
> Date -- *Fall 1980*
>
> Parents -- *4-H Developmental Committee*
>
> "CC" will be "christened" at FOCUS.

With this birth announcement, 4-H Consumer Education was introduced to Oklahoma 4-H members, parents, leaders and agents in the fall of 1980. The new arrival, officially named CALCULATING CONSUMER and fondly called "CC", was "christened" at a series of training sessions held throughout the state.

"CC" immediately set about to capture the interest of youth and adults. "CC" helped establish the rapport which set the stage for teaching consumer education concepts and inspired youth and adults to become involved in the project. All of this was exactly as planned. The "birth" of "CC" was a carefully planned strategy designed to capture interest and teach concepts.

The proud "parents" of "CC" are a developmental committee composed of county 4-H agents, Extension Home Economists, leaders, members and state specialists. Together, they identified needs and interests of youth, designed the format, content and activities that compose the project.

The rationale for using "CC" includes the theory that children relate to characters and will feel comfortable engaging in a mock dialogue with such a character. "CC" is a friendly, nonsexist character who carries on dialogue appropriate for youth of ages 9 to 11. "CC" asks questions, offers information and summarizes key ideas. The dialogue format lends itself to a direct, yet easy-to-understand, method of transmitting information. "CC" is also an interest-catching and readily identifiable character helping give visibility to the project.

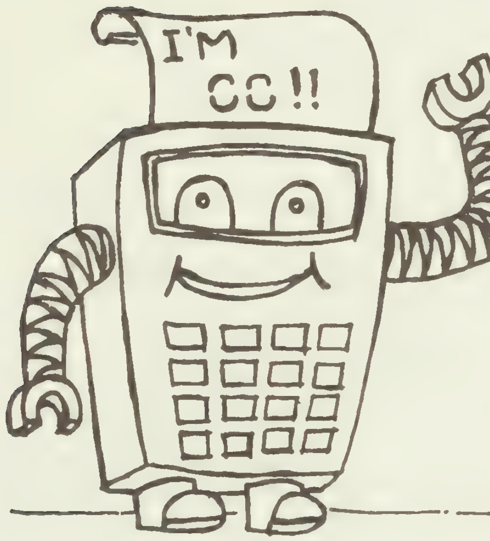
The goal of the project is to enable youth to become competent or CALCULATING CONSUMERS. With the guidance of local leaders (frequently classroom teachers), agents and "CC", youth can achieve the following objectives:

1. To understand and be able to relate how personal values, goals and available resources affect consumer behavior;
2. To understand how social, economic and political systems affect consumers and the effect of consumers on these systems;
3. To understand and use management and economic principles when making consumer decisions between alternative goods and services; and
4. To understand rights and responsibilities of the consumer, business and government and to act responsibly as a consumer.

In order to achieve these objectives, members are required to complete a series of learning experiences. These are described at the end of each unit in each member's manual. Supplemental activities for groups are detailed in a leader's guide. They are sequential, build from simple to complex, include the psychomotor, cognitive and affective domains, range from semi-active to very active, and are structured to involve the five senses. A brief description of two learning experiences follows:

The complex idea of "resource exchange" is taught by a hands-on experience called "Let's Make a Deal." Sealed sacks with inexpensive, "treasured" items are distributed to members of the group. Members are allowed the opportunity to exchange sacks. At the end of the trading period, sacks are opened and the group discusses feelings about the trading

4-H CONSUMER EDUCATION



and what they got. The key point is that consumers can't make good deals when they don't know what they're trading.

Another resource exchange activity accentuates this point. In "Trading Time," members exchange "treasures" they've brought for that purpose. Again, feelings are shared. In contrast to the previous activity, more information is available and "valued" items were exchanged. The point is that CALCULATING CONSUMERS know what resources they have, which are important to them, and how to trade to get what they need or want.

The economic concept of "supply and demand" and its relationship to consumer decision making is introduced via the "Choosy Cookie Consumer" activity. The activity begins by passing a plate of cookies purposefully selected to insure those with greatest demand (chocolate chip, etc.) in shortest supply. Youth are told to choose among cookies on the tray. (No quantity per person is specified.) After selections are made, the process is reviewed. The discussion centers around fairness of the process, kind and amount of cookies. After the discussion, a second tray of cookies with a large supply of the cookies in greatest demand is distributed. The point of this activity is that supply and demand, as well as individual preferences, affect choice.

Additional activities deal with concepts of quality, quantity, values, money, advertising, use, misuse and abuse of group resources, consumer rights and responsibilities, etc.

Throughout these activities, "CC" is the vehicle used to inform, lead and summarize the learning experiences. The use of the project thus far has led us to conclude that "CC" is making a difference in the lives of Oklahoma youth and their families.

Consumer education materials for late-primary grades is not readily available across the country. These materials, provided by Cooperative Extension Agents, can fill the void. Teachers should welcome the complete teaching guide with its variety of class activities. For students interested and able to pursue individual learning, the manuals could be used as supplemental learning guides. Or, an entire class could use the manuals as workbooks. Extension Home Economists, in addition to providing materials, can be resource persons and speakers for the class.

For junior or senior high school classes in consumer education or child development and family living, this project provides an opportunity for the students to lead younger students in a study of current, relevant topics. Again, the Extension Home Economist can serve as a resource person.

The benefits to both classroom teachers and Extension Home Economists of cooperative consumer education are many. "CC" would be proud of those who join together to maximize scarce resources—money, time, materials and human energy. Truly, those who do are CALCULATING CONSUMERS.

Nevaleen Joy Schmitz Selmat
Home Economics Teacher
Wakita (OK) High School

Changing Role of Women

Today as we look at the article titles in current magazines we see such topics as:

Stress Management for Women—Can They Take It?
Sex on the Job: What Women Know—and Men Don't Admit
How to Handle Marriage, Job, and Self
How to Get a Part Time Job; Test Yourself
Are You a Career Gal or Housewife
Be Strong, Sexy, Energetic—Join the Work Force

It is important that we, as home economists, accept the challenge of providing young girls and women information to help them cope with the problems in a changing society and prepare for tomorrow's dual role. Through an outreach program on "Changing Roles of Women" a rural community was given help in meeting the challenge of preparing women to return to the world of work.

Proposal

I wanted to develop and implement a strategy for changing sex-biased and sex-stereotype attitudes of women in an agricultural community who have just recently begun to see the need to become leaders in their own right.

After serious thought and consideration, I called on the Home Economics Advisory Council Members to give input into the program outline.

The Education Amendments of 1976 required that states use five percent of their vocational education funds for various types of research and development of model programs.[1] In order to obtain quality speakers in our remote area of the state, money for mileage, honorariums, and expenses was necessary. A proposal was submitted for seven hundred and thirty-five dollars to the Oklahoma State Department of Vocational-Technical Education. This figure was determined after the seminars were outlined and tentative speakers contacted.

The Wakita Young Homemaker Chapter (YHO) volunteered to sponsor the meetings by providing publicity and refreshments. The Future Homemaker of America Chapter (FHA-HERO) assisted by arranging the meeting room before and after the programs.

Goal

The overall objective of the seminar was to give a greater consideration to the current economic, social, and cultural conditions that affect women and present an outreach program for adult women in the community.

Specific objectives:

- To discuss several phases of money management as related to women
- To identify factors causing stress
- To discuss pressures and how to live with them
- To develop a personal time management plan
- To develop an understanding of problem solving, decision making techniques
- To develop an understanding of nutrition as related to physical fitness
- To select a wardrobe that meets individual needs in relation to time, care, and appearance
- To demonstrate self-defense strategies for women

[1]Reprint from: National Advisory Council on Women's Educational Programs, *The Education Amendments of 1976: Impact on Women and Girls Concerning Vocational Education*, pp. 1-2.

- To cite needed legislation for the changing woman
- To develop lay knowledge of new laws that concern women
- To cite outdated legislation that needs change
- To develop an overall view of women in the world of change

First Seminar (Fifty Years of Change)

A group of civic women provided an opener for a seminar on up-to-date information on the new role of women. This proved to be the door to all of the later seminars held in our small community of about four hundred and fifty. A speaker stressed two of the major objectives as she developed an overview of the reason women's roles had changed in the last fifty years. Outdated legislation was included in the speech in a humorous way. This program was well received by over fifty women in the community. To complete this program several humorous poems concerning women were read.

Second Seminar (Will the Real Me Stand Up)

The second meeting of the seminar focused on "Will the Real Me Stand Up," using a motivational idea that women are always interested in making themselves attractive. The professional wardrobe was the focal point. Tips were given on how to coordinate business dress and stretch the wardrobe dollar. A slide presentation given by a TV personality on the business dress and make-up for women was well received. I had also planned to include self-defense tactics for women traveling alone; however, as the program developed neither time nor expense would allow this information to be presented.

Third Seminar (Self-Image - Who Am I - The Mirror Tells)

The third seminar stressed "Self-Image - Who Am I - The Mirror Tells." This seminar was given by a Catholic nun who stressed "Look into the Mirror and Give Yourself Credit and Loving Hugs." Self-image is a necessity for all those that are going to succeed in the world. Interestingly, several men were in attendance, and the content was applicable to them as well as to women. The men also returned for several of the other seminars.

Fourth Seminar (Stress - The Real You)

The fourth seminar was on "Stress - The Real You." This workshop was presented in a very interesting way by the use of transparencies, work sheets, and check lists.[2] Topics covered were:

- Stress and distress, defined
- Cause of stress
- The life change scale
- Stress generators
- Effects of stress - measuring of stress
- How to handle stress
- Simple techniques for help

Since one factor concerning stress may be poor nutrition, the next speaker for the seminar presented "Fuels that Keep One Going," as updated information concerning Nutrition was given by a registered dietitian. Participants were asked to do some exercises and calorie counting, using an easy approach to figuring calorie consumption.[3]

Fifth Seminar (Leadership Crisis in America - Are Women the Answer?)

The fifth seminar was on "Leadership Crisis in America - Are Women the Answer?" Working within this framework, a short history of why women have been reluctant to get involved was given and reasons for becoming involved were discussed. The speaker for this part of the seminar was a lay leader in a nearby town, who has been president of the National School Boards Association and has held other high offices as a volunteer. Following the speaker, a workshop was held on legislation that affects individuals, families, communities, state, and nation. I led the concluding seminar on "Needs - A Challenge for Each of Us."

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[2]Shirley Welch Hastings and Retta Miller, *The Stress of Your Life* (Stillwater, Oklahoma: Cooperative Extension Service, Oklahoma State University).

[3]Campbell's Calorie Counter, Campbell Soup Company, Box 8585, Clinton, Iowa 52736. Cost 75¢.

Evaluations

The overall evaluation of this project was accomplished through check sheets. All of the programs were well received by the participants with an average attendance of over thirty people for each of the seminars. Informal evaluation with the participants showed they could not believe the quality of information and the fun things they were doing. It was not just a sit and listen activity type of presentation that so many meetings have been in the past. I believe most of the objectives have been touched upon; and yet another group of seminars could be given on the same objectives with more and different in-depth information.

Topics that also might be included in additional seminars are:

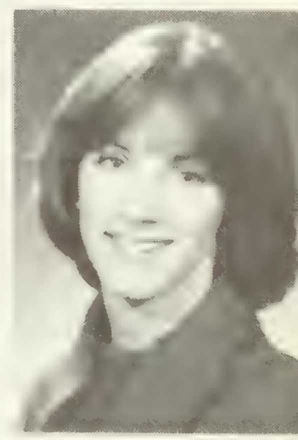
- Personal Skills for Management Success
  1. Delegating responsibility
  2. Developing self-confidence
  3. Assertiveness
  4. Objectivity
- Effective Management Techniques
  1. Motivating employees
  2. Planning
  3. Developing management chain
  4. Priority setting
  5. How to supervise males and females
  6. Human relations related to management
- Working with Volunteers
  1. Problems
  2. Rewards
- Choosing the Right Medium for Communications
  1. Verbal and non-verbal
  2. Body language
  3. Speech
- Business Etiquette
  1. Changes
  2. Acceptable manners
  3. Reasons for use
- Two Career Families
  1. Problems encountered
  2. Management techniques used

All of these topics would be useful even to a woman who is not working at the present time. Knowledge gained in programs of this type could be put into daily use to improve the quality of every American citizen's life.

Watch for Announcement
in the next *Illinois Teacher*
of the University of Illinois
Home Economics Education
Alumnae Conference
March 6, 1982
Everyone is welcome.

Teaching Professionalism in Image and Dress

Tana W. Stufflebean
Assistant Professor
Clothing, Textiles and Merchandising Department
Oklahoma State University



Sharon Hinchey
State Extension Clothing Specialist
Assistant Professor
Oklahoma State University

In a survey of 100 top executives of major American corporations, Molloy[1] found that 72 percent of the executives reported that they had held up promotions because employees did not dress properly. However, only 20 percent stated that they would inform employees that dress was holding them back. Dr. Judith Waters conducted a research study among potential employers in New York, Chicago, and Los Angels to determine whether appearance made a difference in hiring and estimated starting salary. Through the use of "before" and "after" pictures and resumes, Waters found that based on appearance, there was an 8 to 20 percent difference in salary ranges.[2] In other words, employers choose the right person for a position or promotion not only by performance, but by the way a person presents or displays her/himself.

Changing roles of men and women in our society increasingly place emphasis on the importance of professional image and dress. Various societal issues that have influenced the concept of dressing for success are increases in:

1. The number of dual career families
   In 1979, both husband and wife earned salaries in 51 percent of married couple families[3]
   In 1980, there were 44 million women who had joined the ranks of the employed[4]
2. The number of females seeking management careers
3. The desire of youth to become employed
4. Competition of qualified persons for available jobs
5. Employees' interest in upward mobility
6. Inflation resulting in decreased buying power[5]
7. Energy conservation awareness resulting in greater use of natural fibers for investment dressing
8. Job changes creating the need for knowledge of appropriate dress
9. The percentage of elderly persons in the society continuing to work.

Home Economics educators can help prepare individuals for a smoother transition into a career oriented world by teaching the importance of developing a positive self-concept and dressing appropriately for particular roles.

Oklahoma State University, College of Home Economics, has added a new course titled "Professional Image and Dress" to the Clothing, Textiles and Merchandising curriculum. This course emphasizes ways individuals can project a professional image through dress and appearance. Not only is this type of course appropriate for college students preparing for careers, but also appropriate for extension lay audiences. Others can use the teaching strategies and instructional material from this course as a model for their own programs and classes. Through the cooperative extension network information can be channeled to audiences who reside away from the college campus. Potential audiences for a course, workshop, seminar and presentation on professional image and dress include:

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[1]John T. Molloy, *Dress for Success* (New York: Warner Books Incorporated, 1975).

[2]*Looking Your Best Pays Off* (New York: Clairol slide set).

[3]*Perspectives on Working Women: A Date Book* (USDA Bureau of Labor Statistics, Bulletin number 2080, October 1980).

[4]U.S. Department of Labor, *Employment in Perspective: Working Women*, Report 600 (Washington, D.C.: Bureau of Labor Statistics, April, 1980).

[5]Agriculture Outlook Conference, Washington, D.C., U.S. Department of Agriculture (November 17-21, 1980).

Individual Image Inventory

Rate your self-image using the following scale:

	A Seldom	B Sometimes	C Usually
Self-Concept			
1. I feel secure and content about myself.	☐	☐	☐
2. I depend on my conscience to make right choices rather than what others expect of me.	☐	☐	☐
3. Social situations cause me to feel self-conscious.	☐	☐	☐
4. I have a positive outlook on life.	☐	☐	☐
5. I feel that my job and/or activities are worthwhile.	☐	☐	☐
6. I am satisfied with my accomplishments	☐	☐	☐
7. I try to please everyone.	☐	☐	☐
Figure/Physique - Grooming			
8. I select the latest clothing styles even if they are not becoming to me.	☐	☐	☐
9. I have more self-confidence when I feel I am wearing appropriate clothing.	☐	☐	☐
10. I use color, line and design to enhance my assets.	☐	☐	☐
11. I experiment with new and different hair styles.	☐	☐	☐
12. I am satisfied with my weight/appearance.	☐	☐	☐
13. Certain clothes make me feel more sure of myself.	☐	☐	☐
14. Wearing bright and cheerful clothes, on days I do not feel well, boosts my morale.	☐	☐	☐
Wardrobe			
15. I have a closet full of clothes and nothing to wear.	☐	☐	☐
16. I take longer than I should to decide what to wear each morning.	☐	☐	☐
17. The clothes in my closet are fashionable and wearable.	☐	☐	☐
18. My wardrobe is planned around specific color schemes.	☐	☐	☐
19. I take care of mending and repairing my clothing and accessories promptly.	☐	☐	☐
20. I set a specific clothing budget and stick to it.	☐	☐	☐
21. I examine care labels on garments before purchasing.	☐	☐	☐

FIGURE I. Individual checklist for self-image.

Compare your answers with the following key to determine your self-image score, then total your points.

Scores:

____ 1. (A = 1) (B = 2) (C = 3)	____ 8. (A = 3) (B = 2) (C = 1)	____ 15. (A = 3) (B = 2) (C = 1)
____ 2. (A = 1) (B = 2) (C = 3)	____ 9. (A = 1) (B = 2) (C = 3)	____ 16. (A = 3) (B = 2) (C = 1)
____ 3. (A = 3) (B = 2) (C = 1)	____ 10. (A = 1) (B = 2) (C = 3)	____ 17. (A = 1) (B = 2) (C = 3)
____ 4. (A = 1) (B = 2) (C = e)	____ 11. (A = 1) (B = 2) (C = 3)	____ 18. (A = 1) (B = 2) (C = 3)
____ 5. (A = 1) (B = 2) (C = 3)	____ 12. (A = 1) (B = 2) (C = 3)	____ 19. (A = 1) (B = 2) (C = 3)
____ 6. (A = 1) (B = 2) (C = 3)	____ 13. (A = 1) (B = 2) (C = 3)	____ 20. (A = 1) (B = 2) (C = 3)
____ 7. (A = 2) (B = 3) (C = 1)	____ 14. (A = 1) (B = 2) (C = 3)	____ 21. (A = 1) (B = 2) (C = 3)

Total Points________

Scoring:

55-63—Your self-image is in tip-top shape—maybe you are *too* perfect.

41-54—You have a balanced realistic view of yourself and possess a positive self-image.

31-40—You may need to concentrate on improving your self-image.

21-30—You may need to consult an expert to help you reverse negative feelings about yourself.

- 4-H youth
- Public school students
  College and University
  Distributive Education
  Home Economics, both Occupational and Homemaking
  Cooperative Education programs
- Displaced homemakers
- Secretaries and office personnel
- Other professionals in all fields
- Elderly
- Physically Handicapped persons
- Volunteer groups
- Other adults in a community

Many of these groups are non-traditional audiences for Home Economics educators. Success of a program in professional image and dress may, therefore, depend upon planning the activities at times and locations convenient for the audiences. Examples of activities and locations for programs include:

- Youth conferences
- Evening classes in public schools and Area Vocational-Technical Schools
- Talk-back television programs in different geographical locations
- Colleges and universities
- Civic meetings
- Displaced homemakers centers
- Noon meetings at factories and businesses
- Shopping malls
- Retail stores
- Senior citizens centers
- Hospitals and vocational rehabilitation centers

Techniques for promoting and recruiting participants are newspaper and television advertisements, radio spots, posters, and displays in public buildings. Brochures that simulated parking tickets were placed on student cars parked on the Oklahoma State University campus. Teachers could mail brochures to potential participants, or distribute them in public buildings, schools, professional meetings, and social gatherings.

After identifying an audience and location, teachers develop objectives for their specific program. Suggested objectives for a program in Professional Image and Dress are:

1. To develop an awareness of the role of appearance and dress in creating a professional image: psychological, social, and physical influences.
2. To analyze figures and identify and camouflage problems using basic design principles.
3. To analyze individual wardrobes, project professional clothing needs, and make individual clothing decisions in relation to personal finances, fashion, and career demands.

Through various learning experiences students and clientele can explore psychological influences of clothing, analyze physical appearance, evaluate consumer clothing decisions, and investigate professional images for different careers.

TEACHING STRATEGIES: Professional Image and Dress

1. *Self-Concept:*

   The Individual Image Inventory (Figure I) can be used as a pre-test at the beginning of a program in Professional Image and Dress to enable individuals to analyze their self-image. This inventory could also serve as a final evaluation tool.

2. *Color and Figure Analysis:*

   A pocket-size personal color card can be made for participants to carry with them while shopping. Samples of fabric or colored paper which match the individual's hair, skin, eye and lip color are glued together so that clothing colors can be coordinated and contrasted with body colors.[6]

   Flip charts, posters, and exhibits of actual garments can demonstrate how line, design and color can enhance and camouflage certain figure characteristics. Retail stores are usually cooperative in lending clothing for educational purposes.

   To reinforce principles in line and design, students can make a collage of pictures of clothing styles which enhance their particular body type.

3. *Wardrobe Analysis:*

   The Clothing Inventory for Investment Dressing is a planning sheet for analyzing individual wardrobes of currently wearable, in style items. Clothing items will be easier

[6]Jane Segerstrom, *Look Like Yourself and Love It* (Houston: Triad Press, 1980).

to mix and match if they are placed in sections with items which are alike and grouped together. The wardrobe analysis helps individuals see where to invest their clothing dollars.

4. *Projecting a Professional Image:*

Though dress codes are seldom formally written, they are developed, maintained informally and exist in most businesses and industrial organizations. As an activity, students or clientele could be asked to interview persons in their career choice regarding dress codes and professional image.

Mock interview sessions can be video-taped to evaluate personal image. Each individual can list ten questions appropriate for an interview and take turns being the interviewee and interviewer.

Conclusion

In teaching a program in Professional Image and Dress it is best to create an atmosphere in which participants can become more aware of who they are and how they can best project the appropriate professional image. Self-awareness and self-acceptance are the keys to projecting a positive self-image.

Energy Education for Rural, Limited-Resource Families

Sue Williams
Energy Management Specialist
Home Economics
Cooperative Extension
Oklahoma State University

Jan Montgomery
Choctaw County (OK)
Extension Director

Marie K. Howard
Pittsburg Count (OK)
Extension Director

Rural, low-income families tend to occupy substandard houses which lack the thermal efficiency necessary to maintain comfort and minimize energy use. Limitations on resources available to improve the structure of the house further restrict the energy conservation options available to these families.

Reducing the amount of household energy used is a primary way to offset rising energy costs. If families are to use energy efficiently, they must be made aware of various strategies which can be used to reduce household energy use. However, such strategies must be designed to fit the unique situation of the rural low income family.

Project Overview

An energy education project, funded by the Oklahoma Department of Energy and implemented by the Oklahoma Cooperative Extension Service, reached 788 limited-resource families during a twelve week period in the fall of 1980. A variety of educational strategies was used to help these families reduce household energy use and increase comfort.

Established systems of reaching people were used as the program delivery. Choctaw County Extension, located in a rural county in southeastern Oklahoma, hosted the project, and Cooperative Extension Specialists provided state leadership and technical support. In addition to Cooperative Extension a number of other community resources were utilized to strengthen the project. These included various civic organizations, county, state and federal agencies, utility companies, local businesses and news media.

Method of Program Delivery

Three methods were used to reach the target audience: a catchy, colorful flyer which was mailed to Choctaw County residents, public meetings, and individualized delivery. The flyer provided basic energy conservation information and an offer of additional assistance from the county extension office. Of the 3,277 households receiving the flyer, 15 responded via a phone call and were given assistance. Two hundred twenty-seven persons attended group meetings, while the one-to-one method was used to reach 563 or 71.4% of the households contacted. The same information was shared at the group meetings and during the individualized method of contact.

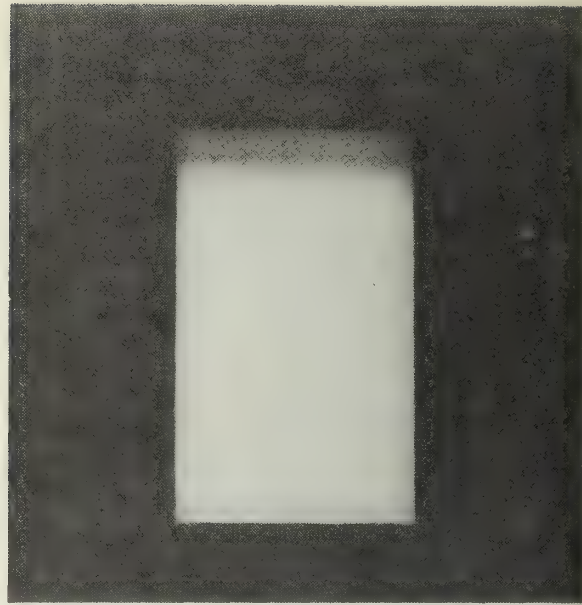
Paraprofessional aides were used to deliver the energy education. Literature available on service delivery to limited income persons supports the concept of use of paraprofessionals to teach and reach this clientele. Aides were thus used for both group and individualized delivery. Basically, the rationale for using aides is that people can be influenced to change behavior if informed and motivated by someone with whom they can identify.

Seven women were selected from among 29 applicants for these jobs and prepared to deliver energy education. These seven were called "Energy Education Aides." They were selected based on their interest in and desire to help people, their understanding of limited resource families and their working knowledge of the geographic areas being targeted.

Each aide received instruction and practice on a variety of energy management strategies and concepts. They learned to complete the input form for a computerized energy audit, to do basic weatherization and to point out many energy conserving habits in the home. Training was conducted at the beginning of the project and weekly during the project.

The aides were paid for 30 hours of work each week plus mileage. They were challenged to contact a minimum of 50 families each. They far surpassed this goal by

Kit of demonstration materials showing roman shade, plastic "storm window," draft stopper for door, etc.



"Hole In The Wall"

averaging over 100 families each. Positive results can be partially attributed to the aides' commitment to the needs being met by the project. Competent leadership and guidance from the aide supervisor and Choctaw County Director were other important factors contributing to project success.

Educational Materials

Educational materials were selected and developed specifically for limited resource families. Each aide was supplied with a variety of support materials. These materials included a handbook containing basic project information, handout material, and reference materials. In addition, each aide had a suitcase kit of demonstration materials. These materials were designed to assist the aides as they made individual contacts or worked in small group meetings.

Techniques and energy management strategies for the kit contents were chosen based on the following criteria:

- would reduce household energy use
- would increase comfort
- would be low cost
- could be home produced

Two approaches to winter energy conservation were used: (a) housing structure modification and (b) behavior change. Items in the kit served to illustrate each approach in a variety of ways.

Following are the items included in the demonstration kit and brief reasons for including the item:

Housing Structure Modification

To stop infiltration, the project team used caulking, weatherstripping and storm windows and doors. These changes in the physical structure of the house contribute to energy conservation.

► *"Hole In The Wall"*— Air leaks are one of the greatest problem areas for energy loss. Air can either flow out of or into a house. This air flow is caused by wind and temperature differences and can occur through any crack around doors or windows. The "Hole in the Wall" demonstration board illustrated the amount of energy that can be lost through a single window.

Energy Education Aides used this visual to point out that a typical window 3 feet wide by 5 feet tall, with a 1/16-inch crack around the window frame would be equal to a 3″ x 5″ hole in the wall. This visual example was extremely effective when discussing the concept of air infiltration. Most people would be uncomfortable with that size hole in their wall and were anxious to learn ways to remedy the situation.

Caulking Gun and Tube of Caulk

Caulking Sample Board

- *Caulking Gun and Tube of Caulk*—An inexpensive method of reducing air infiltration is to seal cracks around windows, doors and holes in the siding and foundation. The caulking gun and caulk provided the aides and clients with the opportunity to actually load and use the caulking gun.

- *Caulking Sample Board*—The type of caulk used and the way it is applied influences the effectiveness of the finished product. The caulking sample board was developed to:
  1. illustrate a proper bead of caulk contrasted to a bead using too much caulk and a bead with an inadequate amount of caulk, and
  2. give examples of applied butyl rubber caulk and latex caulk. Latex caulk was recommended for general use.

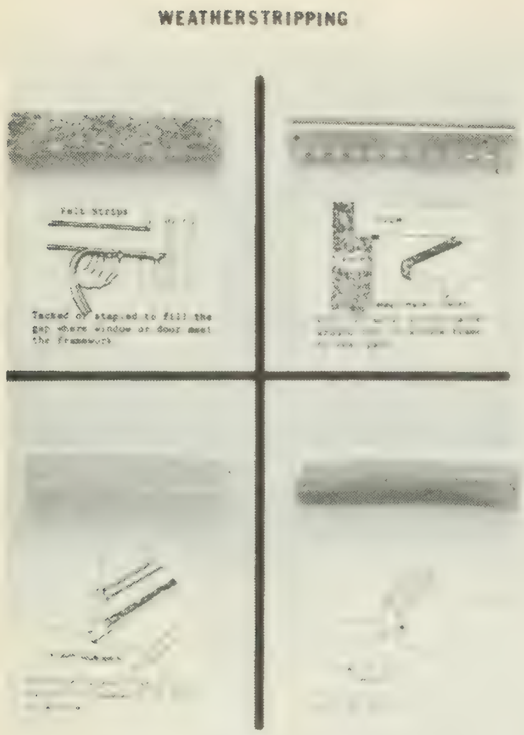
  This teaching tool helped the aide illustrate a finished product without actually doing a demonstration.

- *Weatherstripping Sample Board*—Weatherstripping was suggested as another effective way to seal air leaks around windows and doors. Various kinds of weatherstripping materials are available. The actual kind the consumer selects depends largely on the job to be done and how much money is available for the purchase. The Weatherstripping Sample Board was used to familiarize families with various kinds of weatherstripping available in the area. In addition, suggestions for most appropriate use were made for each type.

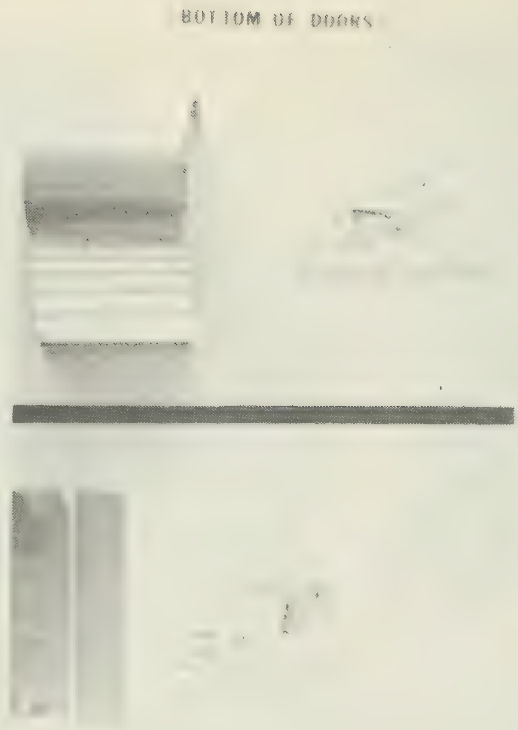
- *Threshold Sample Board*—Air leakage around doors can be a real problem and often difficult to remedy. The Threshold Sample Board focused on installing a threshold and door weatherstripping.

- *Plastic Storm Window Board*—In terms of household energy use, windows can be villains. The holes in walls which they fill account for large energy losses. Insulating glass or storm windows can substantially reduce energy loss. There are several types of storm windows but in terms of energy efficiency all types have approximately the same resistance to heat flow if they have an equal amount of air space. Soft plastic storm windows were suggested for use by the families in this low income project. The Plastic Storm Window Sample Board was used to show the various weights of plastic available and suggested appropriate use for each. Price comparisons were also made by the aides.

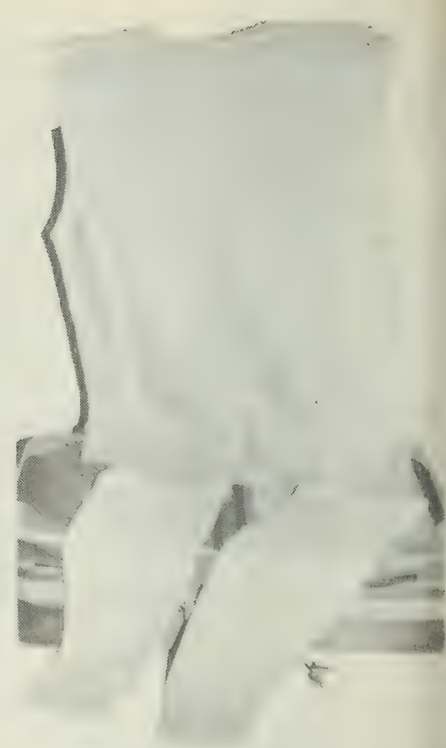
- *Installed Plastic Storm Window*—The easy way to install plastic storm windows is to use wooden window screens as a frame and wrap the plastic around them. Many homes the Energy Education Aides worked with did not have screens so the Plastic Storm Window



Weatherstripping Sample Board



Threshold Sample Board



Sleeveless Vest and Leggings

Demonstration Board was included to illustrate a plastic storm window application without a window screen.

Behavior Change

The project team focused on changes that could be made in the families' behavior to increase comfort and decrease household energy use. These changes in individual or family habits and life style contribute to energy conservation.

- *Fabric Sample Board*—Living with less heat can be comfortable if the proper type of clothing is selected to maintain body heat. The *Fabric Sample Board* was used to give examples of warm fabrics that breathe, insulate and protect.

- *Dress To Keep Warm*—This visual illustrated the value of layering clothing for both men and women. The visual emphasized the need to classify clothes according to breathing layers, insulating layers and protecting layers. If properly selected each layer will add to comfort and warmth even on very cold days. This visual was used along with a fact sheet titled "Energy And What You Wear."

- *Sleeveless Vest and Leggings*—This sample provided an innovative example of how a long sleeved sweater could be recycled into a vest and snug leg coverings. Cost of the sweaters for the kit ranged from 25¢ to $1.00. Instructions for making the vest and leggings were available as a handout.

- *Color Chart Board*—Color can noticeably affect the sensation of physical temperature. Warm hues can give a warm appearance to the interior of a home while cool colors can be used to give a room a cooler feeling. The color chart was used by aides to illustrate this point. A fact sheet titled "Furnish To Conserve Energy" (EE 304) was used as an additional support handout.

- *Roman Shade*—The principle advantage of energy efficient window treatments is their accessibility and ease of management as outside conditions change or as the use and decor of the interior changes. The Roman Shade was used as an example of a very energy efficient window treatment. Basic instructions on constructing the roman shade were given to interested families.

- *Window Inserts*—Two samples of window treatments that can be used to completely

Window Inserts

block a window. Several inexpensive materials and finishes were suggested. Handouts on making and installing the inserts were provided.

- *Wind Breaker*—This simple sand-filled tube illustrated how to stop drafts under doors and windows. A fact sheet which focused on how to make these inexpensive house warmers was a handout (EE 306, Wind Breakers).

Evaluation

Visual support of the energy conservation concepts being taught reinforced the educational message delivered to 788 households containing 1,943 people. Seven hundred twenty-two of the households indicated that prior to this project they had no energy education. The paraprofessional-type delivery system taking practical, easily understood energy education to limited resource families was an effective method of helping these families reduce household energy use and increase comfort.

At the conclusion of the project, 656 households were surveyed to determine whether they had adopted any energy conservation practices. Households were asked to respond to seven structural activities and eight behavioral activities. Specifically they were asked to state "yes" or "no" based on activities done since participating in the energy education project. Some families adopted a few of the suggested conservation practices while others adopted all 14 suggested activities. Based on this survey, 652 households were classified as adopters; 4 as non-adopters. Essentially, all of the households did something they were taught by the aide.

Summary

A multiplicity of factors contributed to the success of "The Choctaw Project." Trained paraprofessional aides working within their community and supported by a strong community resource network not only reached a large number of limited resource families but—more importantly—the people reached did something different as a result of the project. They increased their knowledge and changed their behavior and/or housing structure to reduce energy use and increase comfort. Thus, not only were large numbers reached, but large numbers were motivated to apply the practical information and skills taught by the aides.

Currently materials are being developed to support a summer energy education program. The summer materials will be used along with the winter materials described in this article to support an energy education program for the aged. Summer materials will be developed using the same basic criteria that was used for winter phase materials.

Reference

Williams, S.; Braun, B.; and Lauener, N. L. *Energy Education For Limited Income Families: The Choctaw Project.* Stillwater, Oklahoma: Cooperative Extension Service, Oklahoma State University, 1981.

Kathryn M. Greenwood
Professor, Clothing, Textiles and Merchandising Department
Oklahoma State University

Margaret Callsen
Associate Professor
Department of Home Economics Education and Community Services
College of Home Economics
Oklahoma State University

Educational Assistance for Entrepreneurs

Cooperative extension home economists and vocational home economics teachers work daily with youth and adults who may be our future *entrepreneurs*. Since the early 1900's our educational systems have been called upon to help train employees. In the past two decades the need for management level employees became apparent as college graduates were sought for executive training programs in large corporations. The late 70's brought a renewed interest in individual ownership—entrepreneurship. The recent thrust toward training employers rather than employees reflects the position of vocational education in terms of the entrepreneurial concept.

Characteristics of Entrepreneurs

What is entrepreneurship? It is venturing, undertaking, assuming a risk involving creative skills associated with the organizing, directing and managing of a business enterprise. The entrepreneur or business owner is the life blood of our free enterprise system in the USA. Entrepreneurial ventures, sometimes called Mom and Pop operations, involve the production or distribution of goods and/or services. In the economic sense, entrepreneurship refers to meeting a demand, satisfying consumer needs.

Who are entrepreneurs? For the most part they are adults who want to do their own thing, the do-it-myself people. Cooperative extension specialists and vocational home economics teachers associate with adults who may be entrepreneurs or may have the characteristics to become entrepreneurs.

What are some of the characteristics of entrepreneurs?

1. Drive—responsibility, vigor, initiative, persistence, health
2. Thinking ability—inspired, original, creative, critical, analytical
3. Human relations—emotional stability, sociability, caution, consideration, positiveness, cooperation and tact
4. Communication ability—oral, written, non-verbal
5. Technical knowledge—understanding and skills involved in specific aspects of a business

Home economists have contact with adults in both rural and urban communities and have a myriad of opportunities to contribute to the development of entrepreneurial competencies in occupationally specific areas, such as child care and food services, home furnishings and clothing services, and a variety of free lance services associated with the subject matter areas. Youth in secondary programs need to become more aware of the entrepreneurial approach to the world of work. They need to understand what the demands are, and they should be challenged to start developing some of the basic strengths needed to enter the business enterprise system.

High school graduates comprise a large majority of the entrepreneurs in some fields such as apparel retailing. In a recent survey of approximately 400 persons attending several retailers' workshops, over 90% had not had formal education beyond high school. These entrepreneurs were eager to learn how to improve their businesses. The majority of these retailers had apparel stores in communities with less than 75,000 population.

Education for Entrepreneurship

Extension home economists and vocational home economics teachers can provide educational assistance for adults who are already in business and can open up avenues of self-employment for others whose life experiences have helped to develop requisite entrepreneurial abilities.

Successful entrepreneurship involves the interaction of a variety of skills. Inner control, human relations and reality perceptions are the kinds of skills that enable the entrepreneur to sustain setbacks and cope with extended pressures and problem situations. Abilities in the realm of decision making, planning strategies, goal setting and feedback control ensure the establishment of internal systems for checks and balances needed for survival. Innovation and risk-taking are an inherent part of entrepreneurship.

Adult Programs. Home Economists in cooperative extension or vocational home economics programs have opportunities to work with the adult who is a prospective entrepreneur. The adult who enters such a program may already have technical or management expertise developed while gainfully employed or while managing a home. It becomes the task of the program to increase the individual's awareness of needed entrepreneurial skills and to develop existing skills to a higher degree.

Planning programs to suit the needs of the prospective entrepreneur is different from planning for the education of a prospective employee. Usually clear-cut job descriptions are available to guide in developing skills for employment. Specific job descriptions do not exist for entrepreneurs (Scanlan, T. J., and Flexman, N. A. "A New Approach to Educating Entrepreneurs," *Voc. Ed.*, May 1980, 55(5), pp. 28-30). Therefore, it is necessary for adults wanting to be self-employed to plan individualized programs in order to capitalize upon existing skills and develop those needed for a specific business. Even further individualization is necessary because many prospective entrepreneurs are not able to leave their regular employment or home responsibilities in order to attend regularly scheduled classes. They need learning materials which will enable them to further develop their entrepreneurial skills at their own pace.

Researchers at Oklahoma State University have developed a model for educating entrepreneurs. The focus of the model was on the development and testing of individualized instructional materials which would help adults to make realistic plans for opening their own apparel shops. The open entry-open exit materials were made available to prospective business owners through a local community college. The adults who completed the materials had information and instructions which enabled them to develop preliminary plans for their own business. The plans included proposed procedures for four functional areas of retailing: accounting and control, buying and merchandising, operation and management, advertising and promotions.

As each plan in an area was made, local merchants who had been successful in a business similar to the one being planned were available to give advice. Later when the four areas had been completed, the student presented the total plan to a panel of business experts. The panel included bankers, lawyers, accountants and advertising experts. The experts reacted to the plan by pointing out strengths and needs for improvement.

Home economists employed in cooperative extension or vocational education programs can make many contributions to the education of business people. Because of their contacts in the community, home economists have a network of resource people, among them successful business owners. The networking concept might be used to arrange contacts between prospective entrepreneurs and business people who might be willing to give advice about plans. Educational assistance for prospective entrepreneurs will give added dimensions to home economics programs. In addition, these educators have already established credibility as a delivery system for materials which meet the individual educational needs of adults.

Home economists have extensive contact with families. They are in a unique position to identify needs for goods and services which would add to the quality of family life. They might identify these needs to prospective entrepreneurs and then assist them in upgrading their skills to a salable level. Providing goods and services to families might be especially appealing to older women, experienced in homemaking, who are looking for a way to market their skills.

Colleges and Universities' Programs. At the college or university level subject matter specialists and vocational home economics teacher educators can offer support to ventures into entrepreneurship. Students preparing to become vocational home economics teachers or extension home economicsts may be made aware of business opportunities available to persons with home economics skills. They can become aware of the characteristics of successful entrepreneurs and of ways to develop or augment those characteristics in their students (or in themselves).

Because of resources and expertise which are available, the universities are in an excellent position to develop and test educational materials for programs which develop entrepreneurial skills in special areas of home economics. At the present time there is a need for materials for persons interested in occupationally specific areas such as child care, custom clothing, wardrobe management, construction and alteration, food preparation and service, interior design, and home maintenance.

Personnel from colleges of business have traditionally served as consultants to businesses. Colleges of home economics may need to think of expanding their expertise to include consulting with businesses that specialize in goods and services related to their area of expertise.

A "spin off" of the previously described model project has been related to consulting. Personnel from the Department of Clothing, Textiles and Merchandising were invited to provide a workshop and consultation in retail functions to small apparel merchants attending seasonal markets held in the Dallas Apparel Mart. This service has continued for three years.

Youth Programs. Programs for 4-H Club members, FHA/HERO chapters, or high school classes can provide opportunities for students to develop some of the characteristics of entrepreneurs and create an awareness of career opportunities for persons who have skills in home economics. As a part of the learning experience, youth might produce and sell hand crafted items, clothing, or foods or provide services such as child care, alterations, or furniture renovation in establishments which they operate themselves.

Such experiences help students to:

1. gain a work record
2. develop confidence and a sense of responsibility
3. develop the ability to work with others toward a common goal
4. establish good business practices
5. sharpen public relations and communication skills
6. earn extra spending money for self or student organizations
7. gain a background for making career choices
8. become a better consumer of goods and services
9. capitalize on home economics skills

(See Unique Boutique, *Teen Times*, November/December 1976, 32(2), p. 22 for further ideas.)

The development of characteristics found in successful entrepreneurs is a long-term project. Studies of the lives of people who have been especially outstanding in business ventures show that they began work at an early age and continued to develop throughout life, and often had parents or close acquaintances who served as role models. Home economists who are educators can provide educational materials and experiences which develop certain characteristics, they can help their students to identify personal characteristics which might contribute to success in business, help them to develop technical skills and provide contacts with role models.

Women's Programs. Until the 1978 study by the American Management Association, little attention had been given to tracing and assisting female entrepreneurs. President Carter's 1979 executive order created a national women's business enterprise policy. Vernon Weaver, U.S. Small Business Administration Chief, lauded this action as a "highly significant movement to enhance the status of women business owners in the economic mainstream of the nation." Recently a state-wide entrepreneurial workshop in Stillwater, Oklahoma, was attended by representatives from adult education programs such as cooperative extension, university extension, vocational education, area vocational schools, displaced homemakers, and business administrators of home economics programs in junior colleges and universities. Two aspects of programming for women entrepreneurs were emphasized: first, the importance of planning, marketing and implementing educational assistance, and second, the counseling needs of women who are making a life style change. Of particular concern in counseling women is the occupational sex stereotyping which occurs frequently.

The Center for Women's Opportunities of the American Association of Community and Junior Colleges sponsored a project aimed at developing a counseling model and a competency-based curriculum package for women who wished to establish or expand a small business. Presently Carol Eliason serves as Director of Small Business Training

Network sponsored by the Small Business Administration, Washington, D.C. Carol Eliason directed the project which was piloted in more than 400 different locations in the United States in 1979 and 1980.

In the 1980's cooperative extension home economists and vocational home economics teachers should join in the networking efforts underway to provide assistance and counseling for women entrepreneurs. As suggested in an article in *Business Week*, February 25, 1980, we may be in the decade of women entrepreneurs. The following suggests some of the factors cooperative extension home economists and vocational home economics teachers should consider in order to encourage females to explore and train for non-traditional careers as business owners:

1. Awareness that women need special remediation to cover deficiencies related to traditional cultural role concepts.
2. Advocates and role models to demonstrate the appropriateness of certain careers previously waived as male domain.
3. Insights into ways of communicating and coping with career goals and other adult roles.
4. Counseling and other support services for women in assertive career pursuits who face discriminatory barriers in non-traditional areas.
5. Recognition for female small business owners who provide successful role models and deserve special attention.

The decade of the 80's could open up opportunities for home economists to utilize some of their subject matter knowledge to assist potential entrepreneurs and to decrease the risk of failure for new businesses. The challenge of providing educational assistance for entrepreneurs can be explored at the awareness level with youth programs and at various competency levels for adult programs.

Emmet Osgood
Chairman, Industrial
Education Department
Central State University
Edmond, Oklahoma

Planning a Home Maintenance Course

Do you think your home repairman is smarter than you are? Most people don't; he just has information, "tricks of the trade," that you don't have. Consider development of a course in maintaining home and equipment that enables the average individual to make many repairs around the house without being an electronics engineer or a mechanical wizard. Such a course would be of great value to home economics students.

The many advantages of doing your own repairs include saving time by not waiting around for a repairman, saving money by doing the work yourself, and enjoying the self-satisfaction of putting an appliance back in service or restoring some part of your home to a more livable condition.

Demonstrations and lab activities can teach repair techniques that allow do-it-yourselfers safely to make electrical, plumbing, interior, exterior and appliance repairs. Step-by-step methods of carrying out maintenance jobs may be used routinely to explain and simplify these operations. For instance, replacing a faucet washer, replacing a wall switch, unclogging a sink drain and stopping a roof leak are simple repairs well within the capability of the do-it-yourselfer.

Selecting and making effective and safe use of hand and power tools should be integral parts of the course. This may be accomplished by listing the tools required for each maintenance operation. Also making a list of tools that are considered necessary to have around the house is a written assignment that will help to identify what tools are practical and within the budget of a typical homeowner.

A basic set of hand tools for general home repairs should include a claw hammer, metal tape measure, screwdrivers—both phillips and flat blade, utility knife and cross-cut saw.

There are many hand power tools that make repair jobs a lot easier. A quarter-inch or three-eighths-inch electric drill is a big help. A sabre saw or hand circular saw can be used to cut off doors, cut paneling and do remodeling work. Neither of these tools is expensive, and they make a good start for building a power tool set.

As the budget permits, the confidence builds, and the need arises, more hand and power tools can be acquired.

The information taught will not only help the consumer to keep ahead of the day-to-day maintenance problems, but will also help in making a wiser decision when the time comes to replace an appliance or make an extensive repair.

An existing home maintenance course has been organized into areas of electrical repairs, plumbing repairs, interior repairs and exterior repairs.

Highlights of the course include guest speakers who are experts in their field. For example, a fireman talks about fire safety in the home and builds and extinguishes a fire on the teacher's desk in the classroom; a locksmith reveals secrets of home security; an exterminator tells how to kill all pests but the litter bug; and an interior decorator explains the use of colors, textures, and materials to give a home a "personality." These people create great interest in the course and at the same time provide a public relations contact with industry.

There is a genuine interest in home maintenance classes. They usually enjoy a full enrollment each time they are offered. Many non-majors are attracted to the course as it is very useful for anyone and makes an excellent elective for general education. Home Economics educators should consider a course like this that generates interest in the field.

This is an age of do-it-yourselfers. Saving money is a big factor in this trend, but not the entire source of interest. As mentioned in *The Wall Street Journal*, the typical home

naintenance do-it-yourselfer is a 48-year-old man who works in a white collar job and arns about $28,000 a year. Women make up about 18% of the do-it-yourselfers.

Home improvement work is attracting more affluent practitioners. Nearly 50% of those nvolved said they did it for the pleasure. About 52% of the people earning more than 50,000 said money was not a factor.

Home Economics programs have a good opportunity to prepare teachers and offer ourses in the field of home maintenance.

Education makes people easy to lead,
but difficult to drive;
easy to govern,
but impossible to enslave.

William L. Johnston
Director, Center for
Consumer Services
Associate Professor,
Department of Housing,
Design and Consumer
Resources
College of Home Economics
Oklahoma State University

Being a Critical Consumer of Resource Materials for Consumer Education

Resource materials constitute a vast pool of information which consumer educators can use effectively to supplement, enhance, and amplify the development of consumer skills and understandings for students. They can make the consumer educator's job much easier and usually more effective. But resource materials can also be used as a "crutch," or worse yet as a substitute for teaching. Information alone, no matter how good it is, cannot be considered as a substitute for good teaching. Resource materials can then serve the sponsor rather than the consumer. They can be designed to "sell" rather than to inform.

Resource materials, particularly those developed by industry, can be honest and objective, but they can also be biased and deceptive. They can be altruistic in purpose, or they can be designed to exploit the educational setting for sellers' goals.

In short, the market for consumer education resource materials is much like any other marketplace which consumers use. To be a good consumer, decisions to purchase or use must be made on the basis of appropriate comparison shopping techniques.

Many guidelines and resources for evaluating consumer education materials are available. One of the better ones, in my opinion, is "A Guide for Evaluating Consumer Education Programs and Materials" published by the American Home Economics Association. Rather than duplicate this or similar work, it seems only necessary here to describe the three basic kinds of resource materials available. Hopefully consumer educators then can choose those which are appropriate.

Consumer Education Materials

Consumer education materials may be broadly defined as those which include educational objectives which are designed to promote an increased awareness, effectiveness, and anticipated behavioral change or modification in resource management, consumer decision making, problem solving or issue analysis for personal satisfaction and independent action. These materials should also either directly or through association promote an appreciation for and commitment to involvement in public policy consumer issues which affect the social, economic, and political environment in which consumers function.

Consumer Information Materials

Consumer information materials may be defined as those which present a variety of product or service characteristics to be considered in evaluating, selecting, and/or using generic goods and services. The purpose is to present clearly and without bias information which can be utilized by consumers in comparison shopping and pre-purchase decision making.

Promotion Materials

Promotion materials are developed for the primary purpose of inducing consumers to purchase specific products and/or services. The information included is usually developed so that the product or service in question is presented as being superior in one or more ways with competition, although this superiority may not be substantiated.

It seems evident that a critical consumer of resource materials should be sure to use education materials rather than information materials in the educational setting. A truly critical consumer will never use promotional materials which use the classroom or educational setting to exploit the goals and objectives of the seller.

Some characteristics of good resource materials may be generalized. First, good materials constantly display objectivity and fairness. There is never a tendency for th

material to become self-serving.

Good material is designed to be of significance to the target audience. It is important to match the materials to the audience for which they have been prepared.

Accepted procedures for curriculum development are evident in good resource materials. This includes a statement of purpose, educational objectives, presented content, suggested learning experiences and some suggested evaluation techniques.

The educational objectives should help the user define the target audience as well as the major behavioral changes which the students are expected to exhibit on completion of the experience. Major concepts and understandings inherent in the content are alluded to in the objectives. Objectives will provide direction for both the scope and sequence and the organization of the learning experience which new material suggests.

Further characteristics of good materials include content organized in a manner consistent with the statement of purpose and the objectives. The primary concern remains that of objectivity, accuracy, and validity. Potentially controversial subjects are presented in a manner that all sides are presented clearly and evenly. A balanced presentation of opposing views, arguments, and evidence is usually made. Good resource materials include content which is new or presents new perspectives rather than being a restatement or paraphrase of previously published content.

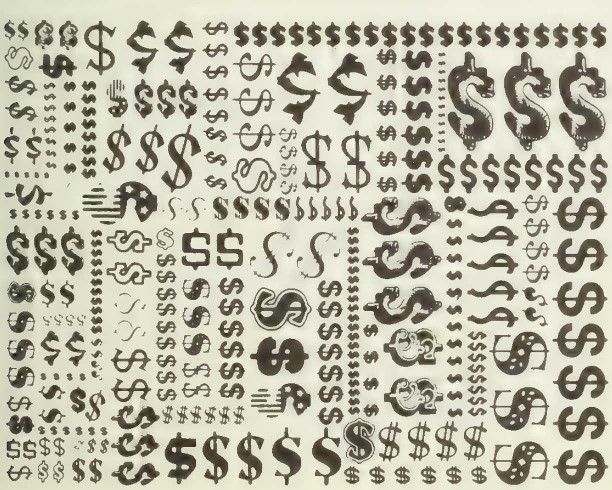
The reading level should be consistent with target audience. Likewise the writing style, including such things as sentence length, examples used, etc., needs to be consistent with the projected audience level.

Teachers usually appreciate suggestions for supplemental learning experiences and other resource materials.

Quality in terms of the printed page as well as the picture quality and sound quality of audio-vidual materials is extremely important. In printed materials the use of illustrations, graphs, cartoons, etc., enhances the material but balance needs to be maintained. From a structural standpoint, good materials are convenient to store, to display, and to use in the classroom.

A final characteristic of resource materials for consumer education, particularly those which are prepared by or under corporate sponsorship, is the restricted use of corporate logos. Good materials will contain only the legal copyright and a statement of sponsorship at the beginning. Specific corporate or product logos or references *never* appear in the body of the content.

In conclusion, it may be said that the critical consumer of resource materials for consumer education follows a selection process which is much like appropriate consumer behavior exhibited by those persons being labeled "educated" consumers. In essence the process includes a determination of the job to be done and an investigation of the various options available before a final decision is made. In addition to an awareness of the options, the educational consequences, positive and/or negative, need to be taken into consideration before materials are chosen. The final question is much like that in the purchase of any product or service: Will the expenditure of the resources available give maximum satisfaction to users?



Fight Inflation with Conservation!

Jolynn Sturgeon
Extension Home Economist
Canadian County, Oklahoma

Kay Cullers
Vocational Home Economics
Instructor
Yukon High School

Pathways to Teenage Parenting

In his book *I Ain't Well, But I Sure Am Better,* Jess Lair commented, "You don't raise kids; you raise carrots. You sponsor kids."[1] This thought is intriguing, but what does it mean? Sponsoring a child (or parenting) is difficult for everyone, especially for teenagers. They are at an age when they are still developing physically and emotionally, and yet they are supposed to give the needed support to their offspring. Special help must be given teenagers if they are to succeed as parents.

The statistics on teenage pregnancy are alarming; one out of every nine female teenagers is pregnant. In 1976, ten percent of U.S. teenagers became pregnant. Of that ten percent, six percent gave birth that year, and 94 percent are keeping their babies.[2] The number of teenage pregnancies is increasing each year. Television programs and newspaper articles bombard us with case histories. The National PTA has recognized the problem and is conducting seminars on teenage sexuality for parents of teenagers.

To determine whether there is a need for teenage parenting classes in a given community, a survey is needed. Contacts with local physicians, school counselors, community education directors, ministers of local churches, and family counseling centers can be helpful.

Local Project

In our suburban community of 19,000, we visited with the freshman and sophomore home economics teachers, our community education director, and our school counselors. They were able to identify six teenage parents who could attend parenting classes.

Once the need for teenage parenting classes in Yukon was ascertained, we began to develop a program. We decided that our primary goal for the class would be to establish a support group for the young parents, many of whom feel emotionally dislocated. They cannot enjoy the usual social activities with their peers, and they are too young to relate to older single parents. Their low self-esteem can be passed on to the child. Because despair and alienation haunt them, young parents expect emotional support from the child. If they are disappointed, the child's behavior seems a personal rejection, and they vent their frustrations on the child. Westoff (1976) suggests that young unmarried mothers represent a disproportionately high number of child abusers in the U.S.[3]

Not only does an absence of a network of friends contribute to the probability of child abuse and neglect, but many instances of depression and suicide occur as the young mother realizes all that is involved in rearing a baby.[4] Nine percent of teenage mothers attempt suicide—seven times the national percentage for teenage girls without children.[5]

Our secondary goal was to develop and conduct a series of mini-lessons. First we determined a list of top-priority class topics and then formulated content for each topic. We set up a series of ten sessions using the following topics:

Session I: Identity: The "I's" Have It (the child's self-image)
Session II: Doctor! Doctor! Call the Doctor (when to call the doctor)

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[1]Jess Lair, *I Ain't Well, But I Sure Am Better* (New York: Fawcett, 1976).

[2]W. W. Saed, "Counseling the Adolescent Parent," *School Counselor,* XXVI (May, 1979), 346-349.

[3]Marie Hoeppner, *Early Adolescent Childbearing: Some Further Notes.* U.S., Educational Resources Information Center, ERIC Document ED 162 195, 1978.

[4]Kristina Cannon-Bonventre and Janet Kohn, "Interview with Adolescent Parents: Looking at Their Needs," *Children Today,* VIII (Sept./Oct., 1979), 17-19+.

[5]Natalie Jodar, *Teenage Pregnancy in Oklahoma: An Overview,* April, 1979. Prepared for the Youth Task Force of the Governor's Committee on Children and Youth.

Session III: The Hassles of Parenthood (discipline, expectations, and what to do when you're at your wit's end)
Session IV: Tell Me A Story (choosing children's books, telling stories)
Session V: Children's Fears: Face Them (dealing with fears)
Session VI: Nutrition: It's Habit-Forming (good eating habits)
Session VII: Toys, Toys, Toys! (choosing safe and appropriate toys)
Session VIII: Threads for the Little One (children's clothing)
Session IX: Money Matters (budgeting)
Session X: Day Care Selection

As the plans for the classes developed, we began to think of publicity. Before school tarted in August, a flyer was designed and articles were published in the local newspaper nd we advertised on a local radio station and in the school newspaper. (One teenage parent vho was on the school newspaper staff became excited and promoted the class.) Important ontacts were the school counselors. We left several flyers with them, and they were able to lentify and refer many teenage parents.

After identifying possible class members, we made personal contacts with the students. Ve told the students that they could help us by calling other students who were pregnant r parents.

ecruitment Ideas

- Offer class credit or attendance.
- Contact CETA.
- Stress the social involvement of the classes.
- Hold classes whether there is one student or many; word gets around and soon there will be more students.
- Let the parents bring their children to class. They might not be able to hire sitters, and besides, they like to show their children to their classmates.

ctual Classes

The class length was 2 to 2½ hours, and lessons were kept short and informal—20 to 30 ninutes. The remaining time was spent in informal discussion, and the length of the class aried. Handouts were given at most sessions.

While conducting the classes, teachers need to be supportive even if they disagree with he students' views about keeping the baby or how the parents handle their children. Above ll, they should encourage the teenage parents to remain in high school and pursue some ype of career training. (Eight out of ten women who first become mothers at age 17 or ounger drop out of high school.[6])

Classes included films, talks from resource people, in-class activities, and discussion. ince many husbands or boyfriends attended the classes with the young mothers, material n fathering was offered. If a student had a special problem, resource lists were provided. Ve also included some guidelines for handling marital conflict and stress and for budgetng. We tried to remain flexible and survey the class for ideas.

Case Example

One of the couples in the group was married during the last six weeks of her junior ear in high school. Their baby was born five weeks early and was diagnosed as having owns Syndrome. The mother, who was pregnant when they married, continued to be ctive in school and was graduated from high school. The father worked nights. His mother ept the baby during the day. The 17-year-old mother was instrumental in recruiting other eople for the parenting classes and wrote articles in the school newspaper about it. Her amily was not accepting of the marriage at first because an older sister was pregnant and narried the year before. The young couple lived with his parents until moving into her arents' home after they moved out of the state. The husband's parents were supportive rom the beginning. They received Social Security benefits for the baby's handicap. During ne parenting classes the mother secured literature on benefits for the baby from the Iarch of Dimes. In January when the baby was five months old, he died of pneumonia. The

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[6]Richard Lincoln, "Is Pregnancy Good for Teenagers?" *USA Today*, 107 (July, 1978), 34-37.

members of the parenting class all took food to the house and attended the funeral. This experience seemed to bring the group closer to each other.

Personal Testimony

No special plans were made to teach a class the following year. However, one of the teenage parents came into the room one day during the summer and said, "Oh, Mrs. Cullers, are you going to teach those parenting classes again? I hope so. I want to take them again! I know two girls who are pregnant. I'll tell them about the classes, and we'll get them going again!"

Second Year

During the second year, we considered extending the program and contacted the youth extension home economist in our county. She, in turn, located several teenage parents in her city and visited with them about attending classes. None of the students were willing to drive eleven miles for the classes. We then offered a series of four classes in that city. A flyer was mailed and students were contacted. No one came. We decided that the classes needed to be taught in each city by the local home economics instructor because building a rapport beforehand is vital. Too, each group needs to establish "groupness" in its own locale.

The youth extension agent decided to publish a newsletter to send to the parents each month. It is hoped that this letter will serve to keep the teenage parents in the county abreast of group activities. In addition, tips and articles on parenting will be featured. We plan to use the newsletter as an evaluation tool. If the students continue to show interest in receiving the newsletter, we will know that we have been somewhat successful in generating their interest.

Plans for the Future

We visualize parenting classes being held county-wide. Perhaps the newsletter will help us to encourage the home economics instructors to conduct the classes in their communities. Then maybe all teenage parents from each of the towns could meet occasionally for socials. The newsletter would be the tool used to bind the groups together. Alumnae students could attend socials for as long as they desired.

Success Indicators

We believe that the classes are successful when we see indications of responsible teenage parents who are coping with the stresses of their lives and are productive citizens. Perhaps the most important indication of success is teenage parents who finish high school. Only one of the teenage parents enrolled in the classes has dropped out of high school.

Another indication that the classes have been worthwhile has been shown by the students' reactions to the newsletter. One student exclaimed that it was fun to receive mail about rearing the baby. Another class member related that she underlined some information for her husband to see. We feel that our program has been successful in fulfilling the need for a support group in our community.

The Fork In The Road: Consumer Decision Making

Betsy Gabb
Assistant Professor
Housing, Design and
Consumer Resources
Oklahoma State University

Suzi Holder
Assistant Professor,
Housing Specialist
Cooperative Extension
Service
Oklahoma State University

The consumer in the marketplace is faced with many products from which to choose. After the initial decision to purchase a product, there are many additional factors to weigh before a sound purchasing decision can be made.

When students or 4-H members can actively participate in evaluating a consumer product or selecting the best choice for a specific situation, they develop an awareness of decision making.

Scope of the Activity

A consumer decision-making experience can be used as an evaluation tool or as a gaming situation for 4-H members of all levels and junior and high school home economics students. The idea may be altered to suit all ages and socio-economic groups by the appropriate selection of topics.

Such a consumer evaluation experience teaches an individual to observe, to compare, to make decisions based upon the facts available, to organize thoughts and to defend decisions. One of the unique aspects of a consumer decision-making experience is that it provides an opportunity to explore all areas of home economics.

Aspects within each area of home economics can be related to consumer decision making. Some examples follow:

1. Selection of clothing item such as jeans, tennis shoes, or t-shirts.
2. Selection of small portable appliances such as blow dryer, calculator, or study lamp.
3. Selection of well-balanced menus, or nutritious snacks, or cookware.
4. Selection of a furnishing item or a floor plan.
5. Selection of child's toy or children's games.
6. Evaluation of a correctly written check.

The selection of topics is dependent upon the emphasis of the curriculum, time available, and the experience of the participants.

The Development of the Topics

When selecting topics for this kind of experience care must be given to choosing products and situations that are of interest to the intended audience. Similar items need to be selected for each area identified.

Standards for evaluation of the item can be established from current consumer publications or student-textbooks. The standards should be utilized in teaching prior to the evaluation experience.

An important facet of this experience is having the participants verbalize the *bases* for their decisions.

Preparation for the Contest

Personnel Needed:

- A supervisor of the contest.
- Official judges with appropriate expertise to place the products and listen to reasons of contestants.
- Tabulators to record all scores.
- Timekeeper.

Equipment and space:

- Tables.
- Pencils and placing cards.
- Sufficient room for groups to work without interference.
- Coded badges for dividing group.

(left) Of interest to every teen, the evaluation of blue jeans is a very popular event. *(right)* Expanding the impact of home economics, the selection of calculators or similar consumer products can attract new audiences. Photographs of actual State 4-H Consumer Decision-Making Contest at New Mexico State University. Photography by: Jeannie Gleason, Associate Agricultural Editor, New Mexico Cooperative Extension Service.

Classes to Be Evaluated

First, determine the number and kind of classes to be evaluated. Suggested classes are listed in a previous portion of this article. Each of the items in a class should be selected so there is some important difference between the articles. In a standard 4-H contest, four to eight classes are judged.

Situation Statement

Each class should have a hypothetical buying problem or a situation statement. The program supervisor should provide a situation statement with information which will enable the participant to make a consumer decision. The statement should include who is buying the product, the buyer's age, budget allowance for purchase, and use of the product after purchase.

The following is an example situation statement for a class of toys:

Jane, 16, is purchasing a toy for her five-year-old nephew, Tom, who lives in New York. The toy, a birthday present, will be mailed. Tom is an only child and lives with his family in an apartment. Tom has a vivid imagination and enjoys creative play. Select a toy for Tom. Jane has $5 to spend.

Time

Ten minutes should be allowed for placing each class, and an additional two minutes to state reasons for the choice.

Evaluation of Effectiveness

The effectiveness of the consumer decision making experience can be measured informally by increased consumer awareness on the part of participants.

Consumer decision making is an everyday activity—you use your *judgment* every time you make a choice.

There is only one way to become a better consumer, that is to do comparative evaluations of the items you are considering. Being a good consumer is being well informed. This decision-making activity provides students a direction—a "path to follow" toward becoming better consumers.

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A Look Back to Plan Ahead

Pre-School, Middle School, High School, Adult Education, and Teacher Education

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Telephone: 217-333-2736

YOUR EDITOR TRAVELS

It was my privilege during part of September and October to visit some of our *Illinois Teacher* subscribers in Australia and New Zealand and some of my former students in Australia. I didn't get myself on the payroll of the Tourist Bureau in either country, but my message to all is: If you get an opportunity to go to those countries, *go!* The air is purer, our profession is moving, the people are hospitable, the scenery is beautiful, and the history, geography, fauna, and flora are interesting.

I visited, consulted, or lectured in Melbourne at Rusden College of Advanced Education, Department of Home Economics, who were responsible for my being in that part of the world—I'm glad they still use the name *Home Economics;* in Perth at Nedlands College of Advanced Education, Department of Home Economics; in Brisbane at the Centenary Celebration of Home Economics for the state of Queensland, held at Kelvin Grove College of Advanced Education; in Auckland (New Zealand) at the Secondary Teachers College; and in Christchurch (New Zealand) at the Teachers College. At Christchurch I also had the good fortune of visits with home economists from Dunedin and Wellington. I even had home economists to visit with when I had three hours in the Sydney airport on my way home!

It was a thrilling experience to see the progress they are making, the eagerness for continuing professional education, the numbers of home economists who would give a Saturday afternoon (and buy a ticket!) to hear a colleague speak.

I had a different person assigned to "look after" me almost every day, and look after me they did! Though they recognized my need for a reasonable amount of rest, and were patient with me in getting over the "jet lag," they took me to the wild life sanctuary (yes, I saw kangaroos and koalas and also platypus and echidna, and lyrebirds that can mimic all the other birds and other sounds too), the parks and gardens, a museum, a ballet (the Queen came the day after I left and saw the same ballet!), an art gallery, shops, the mountains, the sea. I had private tour guides, chauffeuring service, a riverboat cruise, visits at intermediate and secondary schools, drives in the city and country, a tram ride to the world's largest market, interviews with radio, TV and newspaper personnel, and many plane rides—about 35,000 miles of them, I think.

I saw beaches, harbors, cathedrals, government buildings, historical places (e.g., Captain Cook's Cottage that was brought over from England stone by stone), flowers everywhere, the Southern Cross in the night sky, homes on the waterfront with price tags in the millions, a part of a cricket match and their version of football on TV.

There were luncheons, teas and high teas, picnics, dinners, and "breaky's"—in homes, in staff rooms at the colleges, at the hostel (dormitory) where I occupied a guest suite, at restaurants of various kinds, in parks, in Institutes where chefs are being trained, in a country inn, and in a motel (where kitchens are as complete as mine at home!). I loved the latter because by then I was too tired to go out.

Even the "work" was fun. I taught a few classes, met with individuals and groups of faculty, lectured on nutrition education, historical developments in Home Economics in the United States, philosophy of Home Economics Education; talked with many who were interested in graduate study, heard about curriculum projects and new degree programs.

I met students, teachers, college faculty members, supervisors (they're "Inspectors" there), the President of the Home Economics Association of Australia and the Editor of their journal, a former President of the International Federation of Home Economics, officials in state departments of education, presidents of colleges and universities, interesting cab drivers, motel operators, and others.

Some people were surprised that I was traveling alone but I had no problems even when I *was* alone which wasn't often except on the planes. Once in a motel restaurant in Sydney when I was alone, the hostess greeted me with "Just yourself, madam?" But she accepted me anyway! (There was only one other woman in the dining room.)

I and the folks "down under" communicated with each other quite well most of the time. Only occasionally was there a minor problem. When I called Qantas Airlines for a recommendation for a motel in Sydney for a night's sleep between flights, they gave me the name of a lodge which the girl on the phone pronounced bah-kah. I asked, "Is that B-A-C-A?" "No," came the reply and I could almost see her lip curl, "B-A-ah-k-e-ah." I understood then that it was the Barker Lodge and thanked her!

After all the hospitality and interesting experiences, I didn't even mind that they only gave me $51.09 for three of my $20 travelers checks!

My decision to take no more luggage than I could handle myself turned out to be a wise one, and my 5½ inches of clothing proved adequate despite temperatures from about 45° to 95°. (Of course, they said it in *Celsius.*) Most of my luggage space was for paper and I was glad I took the resources I did.

Now I can hardly wait to pack and go again!

—Hazel Taylor Spitze

CORRECTION

In *Illinois Teacher*, Volume XXV, No. 1, page 33, we misspelled the name of the sour of one of the Resources we reviewed, the Concepts in Focus series, and we forgot to give th address. It should have been as follows:

Maclean Hunter Learning Resources
P.O. Box 4381
Grand Central Station
New York, NY 10017

Y'all Come!

to the 9th Annual

University of Illinois

Home Economics Education Alumnae Conferenc

March 6, 1982, 9:00 a.m. to 3:30 p.m.

in the College of Education and the Illini Union

Theme: Motivation and Management

Speakers include junior high school teachers, an FHA sponsor, College o Education faculty members (on preventing burnout and on motivation), an student teachers (on their innovative teaching techniques).

Send $8.00 registration fee, which includes lunch, to: Hazel Taylor Spitze University of Illinois, 350 Education, 1310 S. 6th Street, Champaign, IL 61820.

Vocational Home Economics Education in Texas: An Overview*

Editor's Note: *We are pleased to welcome as Guest Editors this month two of our Texas colleagues, Joyce Nies and Suzanne LaBrecque, who collected enough articles from home economists there to form a Texas-size issue. We regret that a matter of economics prevents us from including them all at this time. We thank the guest editors and all of the contributors.*

Joyce I. Nies
Assistant Professor
School of Home Economics
North Texas State University
Denton, Texas

Suzanne V. LaBrecque
Assistant Professor
School of Home Economics
North Texas State University
Denton, Texas

Vocational home economics education in Texas is a vital part of vocational education, enrolling 267,548 students in 925 school districts.[1] One of the first home economics programs in Texas was begun in 1904 at Stephen F. Austin High School in Austin. This program is also one of the oldest in the nation.[2] Home economics courses prepare students for multiple roles within and outside the home. Programs are designed to meet the needs of in-school students and adults. The following chart gives an overview of vocational homemaking education in Texas.

Two major goals of home economics education programs are to prepare students for home management and parenting responsibilities and employment in home economics related occupations. To achieve these goals five types of programs may be designed for students:[3]

- Homemaking Education
- Home Economics Cooperative Education
- Home Economics Pre-employment Laboratory Education
- Home Economics Coordinated Vocational-Academic Education
- Home Economics Vocational Education for the Handicapped

Homemaking Education

The homemaking education program prepares students for unpaid work in the home through instruction in home management, family living, child development, nutrition and foods, clothing and textiles, consumer education, and housing. These home economics subjects may be taught in comprehensive one year courses (homemaking I, II, III and IV). The majority (73 percent) of the students enrolled in the comprehensive courses are in homemaking I classes. Twenty-five percent of the homemaking I students are males.[4] Specialized one semester courses in child development, consumer education, home and family living, home management, home nursing and home furnishings offer opportunities for students to study a particular content area in greater depth. Forty-four percent of the students enrolled in specialized courses are in home and family living classes. Male enrollment is higher (33 percent) in specialized courses than in the comprehensive courses.[5]

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*The guest editors of this issue of *Illinois Teacher* would like to thank the following professionals for their involvement in this project: Jean Barton, Chief Consultant, Homemaking Education, Texas Education Agency, Area Homemaking Consultants, University Liaison Representatives and faculty, City Home Economics Supervisors, Home Extension Agents and home economics teachers. In addition we appreciate the support of Dr. Mary E. Evans, Director of the School of Home Economics, North Texas State University, Denton, Texas.

[1]Texas Education Agency, *The Annual Program Plan for Vocational Education for Fiscal Year 1981 and Accountability Report for Fiscal Year 1980* (Austin, Texas, 1981), p. 175.

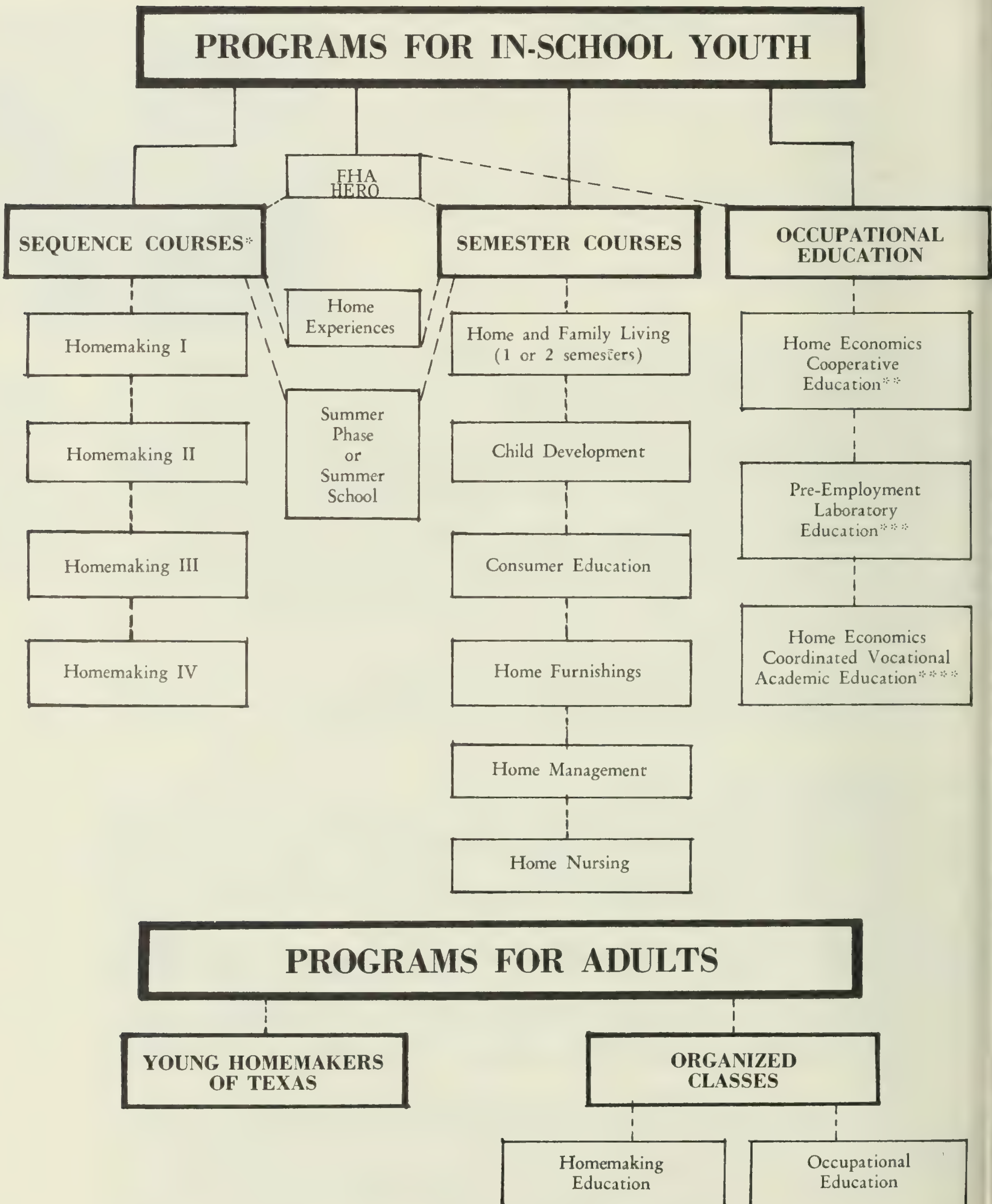
[2]*The Comet*, Stephen F Austin Yearbook (June 1919), pp. 15 and 16.

[3]Texas Education Agency, *Vocational Homemaking Education Program, Standards for Public Schools* (Austin, Texas: January 1978), p. 1.

[4]Texas Education Agency, *op. cit.*, p. 139.

[5]Ibid., p. 139.

OVERVIEW OF VOCATIONAL HOMEMAKING EDUCATION IN TEXAS



Conceptual Framework for Homemaking Education in Texas (Lubbock, Texas: Home Economics Instructional Materials Center, n.d.), p. 5.

Home Economics Cooperative Education

The cooperative education program (HECE) combines related classroom instruction and work experiences to prepare students for paid employment in home economics related occupations. Students at least 16 years of age may enroll as juniors and seniors. Acceptance into the program is based on the student's aptitude, interests, physical and mental competence, needs, work objectives and other qualifications necessary for employment. Teachers assist students with job placement and coordinate their work experiences making supervisory visits to confer with employers about the student's progress and needs.

Home Economics Pre-employment Laboratory Education

The pre-employment program (PELE) prepares students for paid employment in home economics related occupations by providing classroom instruction and laboratory experiences in or near the school. Sophomore, junior and senior students may enroll in this program. Qualifications for acceptance are the same as for HECE and are based on the student's aptitude, interests, physical and mental competence, work objectives and requirements for employment in the particular job. Unlike HECE students, PELE students are not paid for their laboratory experiences, even though they may be working in a "laboratory" off campus. PELE teachers like HECE teachers coordinate and make supervisory visits. PELE programs may be offered in the following areas: child care, clothing, fashion design, food service, home furnishings, hospitality services, housekeeping management, interior design and power machines.

Home Economics Coordinated Vocational Academic Education

The coordinated vocational academic education (CVAE) program is designed for students who due to academic, socioeconomic, and/or other handicaps are unable to succeed in a traditional educational setting. This program has two phases—vocational and modified academic. Through the vocational phase, students develop employability skills, and their basic knowledge in math, English, science and social studies is increased in the academic phase. Additional guidance and counseling support programs are also provided for CVAE.

Eligibility for entry into this program is based on the following criteria: counselor recommendation, low grade level achievement (1 or more years behind), at least fourteen years of age and enrolled in grades seven through twelve. A junior high school approvable program is general home and community service and includes instruction in foods, clothing, housekeeping management and home furnishings. This same program is approvable in high school if no junior high program exists. If there is a junior high program, the high school program may include one of the following CVAE courses: commercial clothing, commercial foods, or commercial home furnishings.

Home Economics Vocational Education for the Handicapped

Students who cannot succeed in regular vocational programs due to exceptional handicaps are eligible for the VEH program.[6] The program is designed to provide students with entry level knowledge and skills for home economics related jobs. A VEH student must meet the following requirements: is eligible for approved special education programs, is fourteen to twenty-one years of age, has potential to profit from the program and has been selected for the program by members of the local Admission, Review, and Dismissal Committee.

Eight percent of the total vocational home economics students are enrolled in occupational programs. About one quarter of these occupational students are males. The occupational program area enrolling the greatest number of students is the child care area followed by food service.[7]

Summer Phase

Many school districts offer a summer home economics program for secondary students and adults. Through summer phase, students are able to develop additional home economics skills and competencies. In addition to organized group instruction, a summer phase

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[6]Texas Education Agency, *Vocational Homemaking Education, Vocational Education for the Handicapped* (Austin, Texas: n.d.), p. 1.

[7]Texas Education Agency, *op. cit.*, p. 139.

program includes extended learning experiences, community projects, FHA-HERO and Young Homemakers of Texas activities and conferences with prospective students and other individuals and groups.

Home economics education programs vary from school to school depending on student needs, interests and abilities. The Texas Vocational Homemaking Plan offers a wide variety of programs for all students. Students, regardless of ability level, have the opportunity to learn skills for unpaid work in the home as well as paid work requiring home economics related skills.

This issue of *Illinois Teacher* reflects the diversity of home economics education in Texas. The article on Standards for Vocational Home Economics Education describes the important leadership role Texas educators have taken in developing guidelines for assessing and improving home economics programs in all states.

In the area of child development, JoAnn Everts describes how a home economics background benefits a day-care director.

Brooks describes a unique PELE program which prepares students for employment in food-related occupations. Many middle school home economics programs have high enrollments and limited facilities. DiNapoli describes ways to coordinate a variety of concurrent learning activities to maximize students' use of time and resources.

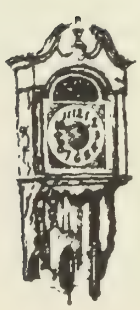
Home economists have been actively involved in energy conservation efforts. Chamberlain conducted two workshops for Texas teachers and her article suggests a variety of methods for teaching resource conservation.

Vocational education legislation affects university programs and offerings. At the University of Texas at Austin, home economics education majors participate in a course which provides opportunities for teaching special needs groups. At Texas Tech University teachers for occupational home economics programs for the handicapped (CVAE and VEH) participate in a three-week workshop for two consecutive summers to develop skills in planning and implementing programs to meet the needs of handicapped students.

McBreen and Johnson offer a creative approach to teaching family management via literature.

Adult education programs are often a vital part of home economics education programs in Texas. Nesbit focuses on one part of a total adult program, nutrition education for the elderly. Recognition of the needs of single adults led to the formation of a unique Young Homemakers of Texas organization as described by Mason. Advisory councils provide another opportunity for adult involvement in home economics programs. Lister describes a successful school-community program, which was made possible through the extensive efforts of an advisory council. The final article is a compilation of teaching ideas that worked in Texas classrooms.

Home economists in Texas are making valuable contributions as they work with children, secondary and college students, adults and community members. We hope you will find their ideas helpful in your work.



What do *you* do with the 5 to 10 minutes sometimes left over at the end of a class period?

Wasted time, like any wasted resource, means reduced productivity and is therefore inflationary. And it doesn't help self-esteem either.

Send us your ideas on how to avoid wasted time . . .

And other wasted resources.

We'll share them in a future issue of *Illinois Teacher.*—*HTS*

Qualifications for Secondary Home Economics Teachers from Standards for Vocational Home Economics Education

Wilma Pitts Griffin
Project Director
Standards for Vocational
Home Economics Education
Department of
Home Economics
Division of Teacher Education
The University of Texas
at Austin

Kermeta "Kay" Clayton
Principal Investigator
Standards for Vocational
Home Economics Education
Department of
Home Economics
Division of Teacher Education
The University of Texas
at Austin

Rosemary R. Wieland
Research Associate
Standards for Vocational
Home Economics Education
Department of
Home Economics
Division of Teacher Education
The University of Texas
at Austin

Through a national project funded by the U.S. Department of Education, Standards for Vocational Home Economics Education have been developed. The Standards and an accompanying Handbook are designed to be used in assessing and improving existing programs and in developing new ones. Use of the Standards should result in higher quality and greater uniformity of vocational home economics education programs at all educational levels.

The Standards are designed for use by teachers, teacher educators, state staffs, administrators and others concerned with vocational home economics education programs. Although the Standards are intended primarily for vocational home economics education programs, they may also be used in home economics programs which do not receive vocational funding.

How the Standards Were Developed

The Vocational Home Economics Education Standards Project was begun in the fall of 1979, when a contract was awarded to the Division of Home Economics Education at The University of Texas at Austin. An advisory committee was instrumental in the development of the Standards. This committee had regional representation of persons in the field of vocational home economics education as well as persons from business and industry.

During the spring and summer of 1980, the project staff, with assistance from the advisory committee, developed preliminary standards utilizing existing standards and related materials received from the states and territories. Standards were developed for the following seven topics:

- Philosophy
- Advisory Council
- Administrative/Supervisory Staff
- Funding
- Instructional Program
- Instructional Staff
- Curriculum

In the fall of 1980, workshops were held in six regions across the nation to enable potential users of the Standards and Handbook to review and critique drafts of the materials. Over 500 persons participated in the development of the Standards during these workshops. A working session at the annual meeting of the American Vocational Association in New Orleans during December of 1980 allowed workshop participants and others an opportunity to examine the Standards and the changes that had been made in them as a result of the workshops. Participants in this special session were invited to offer further suggestions. After final review by the advisory committee, the Standards and Handbook were completed in the spring of 1981.

Terms Used in the Standards

"Vocational home economics education" is the term used in the Standards to indicate the *total* program of vocational home economics education offerings within a school district. The vocational home economics education program is composed of one or both types of instructional programs: (1) consumer and homemaking education and (2) occupational home economics education. "Consumer and homemaking education" is the term used for

the instructional program which prepares males and females for the occupation of homemaking. "Occupational home economics education" identifies the instructional program which prepares males and females for paid employment in home economics related occupations. Use of these terms may be illustrated as follows: "Anytown Independent School District has a vocational home economics education program composed of both types of instructional programs. In the Anytown Independent School District, consumer and homemaking education offerings are taught in the elementary school (5th grade), middle school (6th-8th grades), and high school (9th-12th grades). Occupational home economics education offerings are taught in the middle school (8th grade) and high school (9th-12th grades). (See Figure 1.)

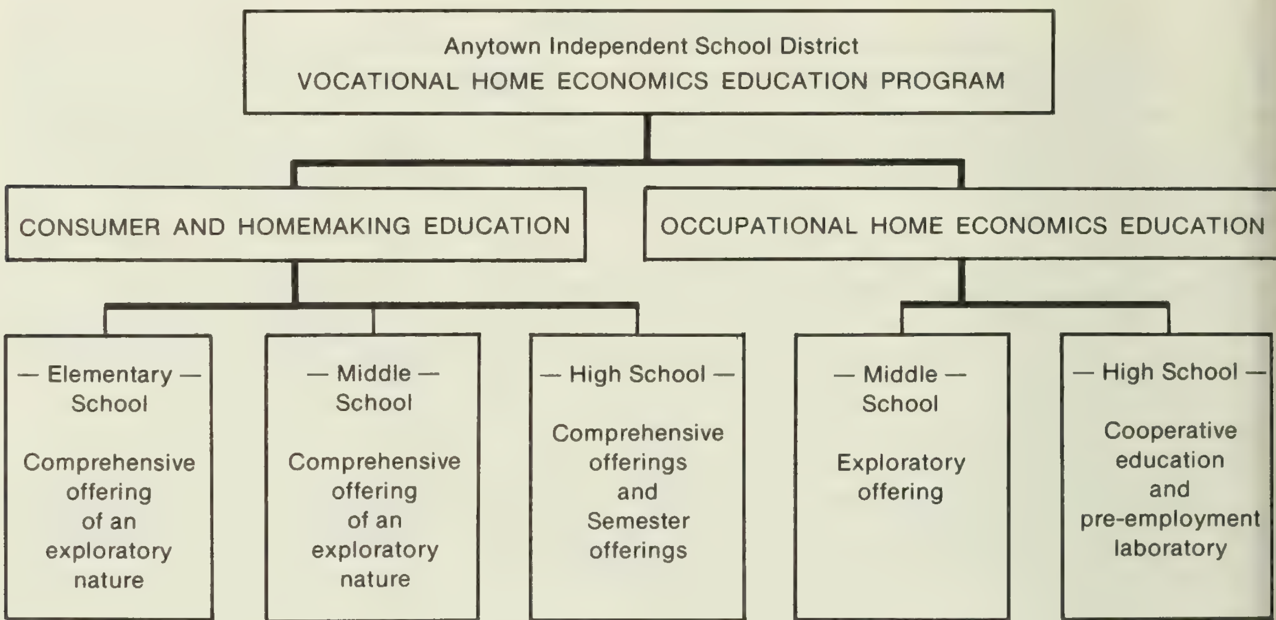


FIGURE 1. Example of a secondary school vocational home economics education program.

Qualifications of Secondary School Instructional Staff

One of the seven topics for which Standards were developed is "instructional staff." Individuals directly responsible for teaching in the vocational home economics education program comprise the instructional staff. The Standards delineate the qualifications of the instructional staff members and their responsibilities. The statements which are used to assess quality are stated in terms of minimum standards.

To be qualified, each instructional staff member in middle/junior high or high school must possess a bachelor's degree and a vocational home economics education teaching certificate/license/credential for the teaching assignment. Some states award one certificate which qualifies a person to teach in both the consumer and homemaking education instructional program and the occupational home economics education instructional program, while other states require separate certification. Individuals teaching in instructional programs specifically designed for persons with handicapping conditions must have a certificate for that purpose, if one is available in the state.

Education requirements for instructional staff may be met through preservice or inservice education. Those persons teaching consumer and homemaking education offerings must have had educational preparation in all areas of home economics:

- child development
- clothing and textiles
- consumer education
- family/individual health
- family living and parenthood education
- food and nutrition
- home management
- housing, home furnishings, and equipment

Persons teaching occupational home economics education offerings must have had educational preparation in one or more of the following areas: (1) child care and guidance management and services; (2) clothing, apparel, and textiles management, production, and services; (3) food production, management, and services; (4) home furnishings and equipment management, production, and services; (5) institutional, home management, and supporting services.

Instructional staff must have had educational preparation for teaching at the level at which they are employed, i.e., with middle/junior high or high school age students. Additional qualifications for secondary school instructional staff include educational preparation for the following:

- integrating FHA/HERO chapters into the curriculum,
- working with special groups of students (students with handicapping conditions, students from various economic levels, and students with various abilities),
- eliminating sex bias and sex stereotyping from the program and curriculum,
- establishing a positive teaching/learning environment within the classroom, and
- teaching the basic skills (reading, writing, and computation) within the curriculum.
- If the task of supervising student teachers is undertaken, prior preparation is required.

Responsibilities of Secondary School Instructional Staff

The instructional staff members at both secondary educational levels have responsibility for:

- conducting instruction,
- organizing and advising an FHA/HERO chapter,
- managing the instructional program (financial aspects, record-keeping, etc.),
- developing the philosophy,
- organizing and utilizing an advisory council,
- evaluating all aspects of the instructional program (self, students, program, and curriculum), and
- interpreting the vocational home economics education program through public relations activities.

In addition, the instructional staff must participate in continuing education activities and professional organizations. In order to meet the minimum* standards for continuing education activities, the instructional staff is required to attend at least one inservice activity, workshop, or training session each year. Every three years, the instructional staff must complete at least one college course relating to home economics or education.

The minimum* standards for participation in professional organizations include membership in at least one vocational education professional organization each year. Active participation is required through attendance at one local, state, or national meeting at least every three years. Each instructional staff member must participate annually as an officer or committee member, or be active in legislative or public relations activities.

Conclusion

The Standards resulting from this national project should provide assistance to states or territories interested in developing standards or in revising those already in existence. Additional information about the Standards for Vocational Home Economics Education may be obtained by contacting:

Wilma P. Griffin, Project Director
Standards for Vocational Home Economics Education
Department of Home Economics
The University of Texas at Austin
Austin, Texas 78712

Telephone: (512) 471-4287

*EDITOR'S NOTE: Let us not accept *minimum* as maximum! I'm sure the project staff would emphasize that the minimum standards are a base from which to progress, not a satisfaction with completion.—HTS

From Generalist to Specialist—Child Care Needs It All

Joanne Everts

Joanne Everts, along with her husband, Eric Albers, own and operate a daycare center in East Dallas. In two programs, they serve 45 children with a staff of 7 teachers. Joanne received her B.S. in Home Economics from Winthrop College, an M.A. in Human Relations from the University of Oklahoma and a Ph.D. in Child Development from Texas Woman's University.

As a college student I remember wondering how I would ever use the wide variety of fields in home economics in one job. Much to my surprise, and sometimes frustration, I have found one. Operating a daycare center for young children requires much more than expertise in child development. To meet the needs of the whole child, one must be knowledgeable in nutrition, health, interior design, management of behavior, decision-making skills, and many other areas in the management of a business. Within weeks after opening our center, my husband and I found ourselves in the middle of time schedules, bills, cleaning, laundry, staffing, and many decision-making situations. Within one year, we grew from serving 6 children to about 45 children. We bought an additional building and increased our staff from one to seven teachers.

When I look back over that time I wonder how we did it. How did we renovate two old homes? How did we develop a good nutrition program? How did we find the right teachers? How did we develop the kind of program for young children that we can be proud of? I realize now that all the components of our centers have developed from our values and our own decisions. We identified our values and goals through each step of growth:

- what we wanted and why we valued that particular component of the program
- the level of quality that needed to be met
- the specific goal and how we would reach it
- long-term effects of the decision

We realized that we had to call on every available resource that we had. We learned to manage all our skills, and those of our employees. I relied on resources from each area of home economics such as home furnishings, time management, nutrition, equipment, decision making, and of course, child development. The following components describe where we started and what we have become.

A Center for Children With a Touch of Home

We started our center as a place for infants and toddlers. We wanted the environment to be home-like as well as educational. We started the center in our home, to give the type of atmosphere that we desired. We added toys, art, books, outside equipment and of course, caring adults. We became a part of the community. Since our home was over 60 years old, it had its cozy corners and a personality of its own. Its creaky floors welcomed the children in the morning. The children liked it so much that we found ourselves pushed completely out of our house. We added an upstairs room for us to live in. The house now has 7 babies under one year, and 12 toddlers between one and two, and 4 teachers. The colors are bright and warm, and the rooms are sunny.

When we decided to add a 2-to-4-year-old program, we found a home with similar characteristics. Luckily it is only a couple of houses away, making it convenient to administer both centers. It is larger for the needs of older children.

A Center That Encourages Good Nutrition—Naturally

One's growing-up years determine one's eating habits for the rest of one's life. Many children will spend 8 to 10 hours a day at our center for their first 5 years of life. Obviously our attitudes toward food will have an impact on their food habits. We wanted food to be fun, taste good, and contribute the best quality nutrition possible. First we involved children in the process of making food at as young an age as possible. Toddlers love making

anything they can eat! Food also became a learning experience through textures, measurement, and taste. We developed menus containing well balanced meals of protein, vegetables, grains, fruits, juices, and milk. We used herbs and seasonings to make our foods taste great; but avoided salt, sugar, additives and processed ingredients. We use all whole grain breads, make all our own cakes and cookies using barley malt or honey. We use whole wheat and vegetable pastas, pure cheeses, and many different protein alternative such as beans, eggs, cheeses, tofu and fish. Ice cream is replaced by yogurt, and popsicles are made with pure fruit juices or blended fruits. Fruits and vegetables are bought fresh at the farmers' market.

A Center That Is Healthy—Does Johnny Have a Cold Again?

Using the best health practices is a constant challenge. We have tried many processes for diapering and feeding and feel that we have good systems. When caring for very young children the constant cleaning of rooms, toys and clothes seems endless. Within this area we have developed daily records for each child so that parents can tell us how the child slept, how s/he feels, and if s/he needs medication (see Parent Report). During the day we note problems, when they slept, what they ate for lunch, and the activities of the day. Parents are called immediately if their child becomes ill. Despite our precautions, we still battle colds, or whatever bug is going around.

PARENT REPORT

Child's Name ______________________ Date __________ Time to Pick Up __________

Did your child have breakfast? ______________ Person to pick up ______________

Did your child sleep well last night? ______________ Any health problems? ______________

Special instructions for today ______________________________

Phone number for today ______________________________

Medications:

Medicine	Dosage	Time	Given by

Signature ______________________________

Health Assessment: Fine __________ Problem ______________________

Nap: From __________ to __________ BM __________ Potty: Accidents: __________

Meals = types of food + lots 1 = one serving 0 = ate little

	am snack	lunch	pm snack
protein			
fruit/juice			
vegetables			
bread/cereal			
milk product			
milk			

(Check menu for description of meals)

COMMENTS:

ACTIVITIES (Those Activities That the Child Participated In Are Circled)

Creative	**Science**	**Large & Small Motor**	**Language**
painting	nature	waterplay/pool	puppets
coloring	cooking	stacking	books
collage	numbers	puzzles	flannel board
clay	shapes	pegs	circle time
playdough	colors	beads	role play
housekeeping	textures	shapes sorters	alphabet
dress-up	feeling	blocks	pictures
music	sounds	building	OTHER
sandbox	tasting	pull toys	
OTHER	light/heavy	push toys	
	matching	riding toys	
	OTHER	climbing & sliding	
		finger plays	
		exercises	
		OTHER	

COMMENTS

Joanne doing finger plays with 2-year-olds.
Picture by Randy Eli Grotne, Dallas Morning News

Eric plays with Brian on the slide.
Picture by Randy Eli Grotne, Dallas Morning News

A Center With a Positive Program—Fun With Teachers and Children

We wanted to create a program that would meet the needs of the whole child. One day I was talking to a parent who works in the field of language development. She described our program as being language oriented. Another parent once commented on how she liked our emphasis on large motor development. Actually we do not focus entirely on any one area of development. We try to focus on the needs of the whole child. We also try to focus individually on each child to meet particular needs of the child. We use all types of activities such as: art, sensory and waterplay, literature and language, music, cooking, manipulatives, large motor activities, activities to develop social and emotional skills and many more. We encourage the child to participate in activities that help him/her to develop, but we do not judge a child's level of development.

The Key to a Positive Program: The Teachers

Teachers need to know about development; they need to know what to do with children and how to guide their activities. They need education, training and a variety of special human qualities such as patience, caring and a little "childness" of their own. Our teachers make their own decisions about their classrooms, plan their lessons and promote their own individual type of environment. They do, however, share our philosophy toward children and work within that framework. They are honest and open with their feelings and encourage their children to do the same. We try to maintain open lines of communication between director and teacher, as well as teacher to teacher. We encourage teachers to solve their own communication problems when possible. If a problem arises that needs the attention of all the staff, then it is dealt with at staff meetings. Staff meetings are informal and often include a night out at a favorite restaurant.

A Center Involving Parents

We have become an extended family of families. Our parents have started an organization to help the center by such activities as painting and carpentry, and events to raise

money such as garage sales. But most important, the group gets parents together to have fun and to talk. They can share feelings, problems and solutions about having children, careers and spouses. The support system of the parents is an important component of the center. The group has recently started a babysitting cooperative. On Saturday nights they use one of our buildings and parents volunteer time to babysit. They in turn can leave their child with people they trust. They pay a small fee that goes into the parent fund to help the center.

Administration—Bringing It All Together

To manage the various activities of the center, the staff, and the finances, we have developed several systems to help us know where we are and where we are going. One thing we have had to accept, however, is that changes occur quickly in day care. Teachers get sick; children have hard days; it rains for a week; or, like last summer, the heat becomes unbearable. All of these situations impact on the running of the center. The key has been to manage well and be flexible.

Many people have told me that it is impossible to run a quality center without outside help such as federal aid. We have found that it can be done, but in order to do it one must be willing to make some trades. We changed our lifestyle dramatically. We are now living in one room, rather than a house. We work 10 to 12 hours a day, often 7 days a week. We know we don't want to work this hard forever, but we knew that in the beginning we would need to. We feel that it is worth our time to develop something that meets our goals as a good place for children. We have watched our progress develop over our first year. We've come a long way, but we know we still have many new goals to meet in the future.

Book Review Book Review Book Review Book Review Book Review

Cooperative Occupational Education and Work Experience in the Curriculum (Third Edition), by Ralph E. Mason, Peter G. Haines, and Lorraine T. Furtado. The Interstate Printers and Publishers, Inc., Danville, Illinois, 1981.

The third edition of *Cooperative Occupational Education and Work Experience in the Curriculum*, like previous editions, has the practical directness of a handbook. As the authors note in the preface, emphasis remains on the everyday details of organizing and operating the cooperative plan of occupational education. This 600-page text describes the goals and structure of cooperative occupational education, offers comprehensive information on the system of planning and coordinating in-school instruction with "job laboratories," and provides specific application for using the work environment as a learning experience in the specialized fields of vocational education.

Readability and application of the text material are enhanced by the use of figures, tables, and examples in each chapter and a thorough appendix. In addition, each chapter identifies a "key concept" to be learned and includes a list of questions and activities for students. The bibliography at the end of the text provides useful references for the practitioner as well as a starting point for students who wish to investigate the development of and theoretical base for cooperative education.

The book's comprehensive nature makes it most useful in the classroom as a basic text. It provides a national perspective and a sound base of theory and practice upon which specific state handbooks can build.

James A. Leach
Assistant Professor
Department of Vocational
and Technical Education
University of Illinois

Jo Ann S. Brooks
Home Economics Teacher
PELE Food Service
Garland (TX) High School

Our Place: A Student Laboratory

Students enrolled in the pre-employment laboratory education (PELE) food service program at Garland High School take pride in serving guests in their dining room which is named "Our Place." This occupational home economics course, initiated in 1979/80, is a popular choice of sophomores, juniors, and seniors. The two-year program includes classroom instruction and laboratory experiences related to quantity food preparation.

An excellent advisory committee assists the instructor in planning curriculum and locating available resources. The committee is composed of two representatives of the school district food services, a chef who teaches the commercial foods program at a community college, a restaurant manager, a sanitarian from the city's health department, a community relations representative of a national fast-food chain, and a dietitian.

FACILITY. The food service facility consists of a dining room/classroom that seats 36 and a complete commercial kitchen. The kitchen is equipped with a commercial dishmachine, convection oven, compartment steamer, microwave oven, deepfry unit, electric grill, six-burner range with griddle, food slicer, food cutter, ice machine, and commercial mixer. A two-door refrigerator, freezer, washing machine, and clothes dryer complete the large equipment. The cafeteria serving line can be separated into units and rolled to other locations if desired. A folding wall can be drawn to separate the kitchen from the dining room.

The dining room is decorated in relaxing tones of brown, green, and gold with floral draperies that open to reveal a landscaped courtyard. The cabinet-making classes constructed a china cabinet, and art classes contributed paintings and a logo. The logo, a pen and ink drawing of an old Victorian house, is used on publicity releases, napkins, student t-shirts, and all food boxes for catered items.

LEARNING EXPERIENCES. Students gain practical experience through regular class activities. Members of school organizations as well as parent-teacher and community groups enjoy the meals prepared and served by the food service students. Students plan menus, service, and costs of the meals as well as prepare and serve the food. They have also planned and served wedding showers, receptions, and teas. Some carry-out meal preparation has also been done.

Monthly luncheons are prepared for the faculty and staff. Once each month a special luncheon is prepared and served to local residents. Reservations are limited to two seatings and this popular function is always a sell-out. To publicize this program initially, letters were mailed to local businesses, banks, and civic organizations in the community. Since the luncheon is served the same day each month, little additional publicity has been needed.

Students spend at least three days of every week in the kitchen either preparing for scheduled functions or practicing new preparation techniques. Meal functions are limited to one each week so that time can be spent learning new concepts. Two-hour class sessions provide ample time for most meal activities.

FIELD TRIPS. Field trips to hospital and cafeteria kitchens provide an opportunity for students to see working conditions encountered on the job. A local franchise of a national fast-food chain puts the students to work in the kitchen and on the counter for a two-hour learning session. Additional field trips are made to the produce and meat departments of a grocery store and to a food broker and distributor where purchasing of food items is emphasized.

EXTRA-CURRICULAR ACTIVITIES. Many food service students are active FHA/HERO members. Once weekly the HERO club prepares breakfast before school for interested teachers and students. This has become a very popular fund-raising function for

VOCATIONAL FOOD SERVICE

all involved with this activity. Students gain experience in short-order meal preparation and planning. Club members are also responsible for keeping accurate financial records.

SUMMARY. What does the future hold for those who study food service? As the teacher, I have been gratified to see many personality changes in those studying food service. Ability levels of students vary widely, but they all benefit from this class experience. Some students are college-bound and faced with educational expenses. Food service training gives them an advantage in an employment field where work schedules can be combined with class schedules.

Students who have failed in many academic subjects often enter food service class with a very low self-concept. They are frequently rebellious and uncooperative in academic studies simply because they are afraid to make a mistake or to admit they cannot read well. Everyone can excel at something in a commercial kitchen, and I watch for these "experts" during regular class activities. A comment to a student about how well s/he performs at the dishmachine may not seem important to some, but to an under-achiever, it can mean a first "success" in school. As the year progresses, many of the low-achievers become cooperative, hard workers with a more positive self-concept and an attitude favoring employability.

The students may be either college-bound or planning immediate entrance into the work force full time. Regardless of their career goals, pre-employment laboratory education in food service benefits them by providing enhanced self-concepts, positive work values, and salable skills. My satisfaction as a teacher stems from giving all the students an "edge" on life after high school, regardless of whether that life includes higher education or immediate employment.

Margaret E. DiNapoli
Home Economics Teacher
Carpenter Middle School
Plano, Texas

Planning the Middle School Curriculum: Our Approach

"Whetting the appetite" of middle school home economics students in order that they might choose to take more home economics in the high school is the basic purpose for the middle school program. If a teacher can create ways to excite and motivate the middle school child in Exploratory Home Economics programs, it can work to strengthen not only the child and his/her own personal life but also the future educational opportunities provided by the home economics programs.

HOW THE EXPERIENCE BEGAN

In the spring of 1978, I was asked to open a new Home Economics Department at Carpenter Middle School in Plano, Texas. Many questions raced through my mind: How would I cope with 30-40 students per class with such limited facilities? What could I teach them and how could I keep their interest with such limited laboratory space and equipment? Would this really work, or was I just wasting my time? I didn't know the answers to any of these questions, but I willingly accepted the challenge of this new experience.

EXPLORATORY HOME ECONOMICS

The goals of this program which is team taught by two teachers, are to provide students with:

1. an opportunity to develop and learn some basic skills that lend themselves to better life management abilities,
2. a basic understanding of the areas and career opportunities included in the study of Home Economics, and
3. many different experiences in the various areas of home economics so that they can decide whether they are interested in taking additional home economics courses.

COURSE STRUCTURE

6th Grade Exploratory

The sixth grade exploratory program is six weeks in length. Approximately 90 percent of all sixth grade students take Home Economics at some time during their 6th grade year. During the first two week nutrition unit students learn the basics of a balanced diet. The laboratory experience consists of a pizza assembly line. Five students are in each group. Their assignments are as follows:

"Dough Boy/Girl"	Spreads out canned pizza dough for individual pizzas for people in his/her group.
"Saucy Sam/Sally"	Spoons sauce onto the dough.
"Butcher"	Puts sliced frankfurters (tastes like pepperoni) onto pizza.
"Cheeze Whiz"	Puts cheese onto pizza and puts into oven.
"Juice Tender"	Makes the fruit drink and sets the table.

The next two-week unit covers the child development portion of the home economics curriculum. In this unit the basic principles of a good babysitter are stressed. The school nurse teaches first aid techniques that would be helpful for a babysitter to know. Students make projects related to child care that provide them with an opportunity to be creative. Possible projects are: felt puppies, laminated dot-to-dot books, stacking can toys, counting games and babysitting log books which are covered with clear contact paper so information

Nutrition Snack Bar

Cooking Lab

can be recorded about a child in grease pencil and erased as information is changed making the book reusable. Some students become so excited about all the possibilities for projects that they make an entire babysitter's kit.

There is also a one-week craft unit. Students are asked to bring a craft or stitchery project such as crewel, counted-cross stitch, macramé, needlepoint, crochet, knitting, or any other project. Projects must be limited in size so that the student will not get frustrated. The main objectives of this unit are to provide the students with an opportunity to create an interest in something they can do during leisure and to develop further their eye-hand coordination and fine motor skills.

The last unit is related to home and family living. In this unit communication, decision-making skills, and understanding of self and others are emphasized.

7th Grade Exploratory—Foods and You

This course includes food preparation and recipe reading skills, care and operation of small and large appliances and nutrition concepts. Foreign foods and the customs of other countries are also studied. Parents are actively involved through demonstrations of foods that they might serve their families. You wouldn't believe how many dads we got to cook for us!

The foods unit is approximately 14 weeks in length and the Family, Self and Society is taught the final four weeks of the semester.

The laboratory experiences are a strong part of this course. The following procedures have been established.

1. One group cooks each day since kitchen space is limited.
2. A class of 40 is divided into 8 groups.
3. All groups plan their lab on the same day but each group makes a different product.
4. All students receive a lab packet which includes a step-by-step instruction of seven activities they will do on the days that they don't cook. All packets are due on the last day of lab. By this time students have rotated to each station where information is available to complete the lab packet.
5. All groups have a number and all activities have a letter assigned to them. A lab rotation chart is posted in the room. On lab planning day students are given instruction in how to read the chart.
6. Each area or activity has a sign hanging above it so students will know where a specific activity is located in the room.
7. Lab packets remain in the room on a specific shelf assigned to that class period so that they don't get lost or left in a locker during the eight lab days.
8. The lab members of the cooking group wear aprons with job names appliqued on them. This way members of the group and the teacher know at a glance who is responsible for what major part of the lab.

In a laboratory organized this way students assume responsibility for assignments, develop leadership skills and receive individual attention when working in the lab.

8th Grade Exploratory—Clothes and You

The clothing laboratory organization is similar to the foods lab just described. However, packet assignments are shorter and are given on one day of each of the eight weeks that the students are sewing. A packet assignment may consist of anything the teacher finds to be beneficial. The lab rotation works as follows with five groups of eight students in each group:

One day a week:	SEW
Two days a week:	NEEDLECRAFTS
One day a week:	PACKET
One day a week:	CUT, PIN and PRESS. All pinning, pressing or cutting should be worked in here so as to save actual sewing time allotted to each student.

Students use the stretch and sew method to make their project—a T-shirt. This relatively simple project provides students with an opportunity to learn to use a sewing machine and encourages them to do more sewing since most projects turn out well and are worn.

The focus in child development is on career opportunities in this area. Guest speakers have included a librarian to read a children's story; guests from the Plano Senior High School child development classes; day care and child welfare workers; parents and elementary and/or preschool teachers. Students also visit and observe kindergarten children.

Creative Strategies for Teaching Resource Conservation

Valerie Chamberlain
Professor, Home Economics Education
Texas Tech University

Teaching resource conservation and helping learners develop a commitment to efficient energy management are responsibilities that all teachers at all grade levels have to assume. Therefore, when I was asked to conduct several in-service workshops on creative approaches for teaching, I chose to illustrate selected instructional strategies using concepts related to resource conservation.

Magazines and journals as well as commercially distributed leaflets and booklets are resplendent with suggestions of effective ways to save energy in the home and when driving a car. There are very few curriculum materials available, however, for *teaching* resource conservation. As with teaching in any subject matter area, a variety of approaches, learning experiences that actively involve students, and methods that stimulate several senses enhance the teaching-learning situation. Suggestions are given here for using a variety of methods of teaching in order to gain the maximum possible teaching value from them.

Dramatic Techniques

Students can pantomime efficient and inefficient resource conservation practices such as the following:

- Holding the refrigerator door open while deciding what to eat
- Letting water run continuously from the faucet while washing dishes or brushing teeth
- Driving a car with sudden stops and starts
- Riding a bicycle or bus to school or work
- Putting up storm windows or doors, caulking, and/or installing weather-stripping.

Classmates can identify the practices being illustrated and discuss why they are energy-conserving or energy-consuming behaviors.

Skits are effective because parts can be given out ahead of time and practiced. The skit that follows can be used as the basis for discussing sex role stereotyping as well as for identifying efficient and inefficient energy conservation practices. Students should be told what to look for in the skit and what the follow-up activities will be so that it serves an educational purpose while providing an enjoyable experience.

TO BE OR NOT TO BE ENERGY EFFICIENT

Characters: Pat, a teenager; Mom; Dad
Setting: The kitchen at home

Pat: What's for lunch?
Mom: Don't know yet.
Pat: There's nothing good in this refrigerator. (Holding door open, Pat examines several items.)
What's this?
Mom: If you can't tell, throw it away.
Pat: I will when I'm done looking for something to eat—anything! It sure is hard to find even a morsel for a starving student in *this* refrigerator. (Pat *finally* closes the refrigerator door s-l-o-w-l-y.)
What's in the oven?
Mom: A surprise.

Pat: I'm peeking. Um. Cup cakes. They're just starting to puff up.
Mom: When they're done, I'm going to pop in a sheet cake. Hey! Shut the oven door.
Pat: I like the plan in this kitchen with the refrigerator and oven side by side. You can stand in one spot and put something right from the refrigerator into the oven with both doors open at the same time.
Mom: I planned it that way.
Pat: Are these cups in the dishwasher clean?
Mom: No.
Pat: I'll turn it on. I need a clean cup. Hey, Dad, what ya doin'?
Dad: I'm putting in a new air conditioner filter. Please move. I need to wash my hands. Wow! That water's hot. No need to have it *that* hot. I'll turn the water heater thermostat down a few degrees.
Mom: Sure is steaming hot in this kitchen this afternoon.
Pat: Afraid I'm going to make it worse. I need to use the dryer for this shirt.
Mom: (To Dad) Where are you going?
Dad: Up in the attic. I might install an attic fan. While I'm up there, I'll also check to see how much insulation we have. If we need more, I could do that job myself.
Mom: Hey, Pat go look out the front door. I left the door open so you can see what the Smart family is doing. They're planting a tree in front of their kitchen window. Won't that keep the sun out in the summer? Whew! It's so hot today.

Twenty minutes later

Pat: Dad, what's that?
Dad: It's a caulking gun, Pat.
Pat: Gun?
Dad: I'm going to caulk the open spaces around the windows. It keeps the cold out in the winter and the heat out in the summer.
Mom: Next weekend your Dad is going to weatherstrip around the doors.
Dad: We have to do something about these high utility bills. Pat, please go close the draperies in your room, will you? The sun is so hot streaming in through the glass.
Mom: Thanks, Pat. This must be the hottest day of the summer so far.
Dad: No wonder you're so hot. That nylon shirt is making you feel worse.
Mom: Nonsense! It's light weight.
Dad: Who's watching the TV?
Pat: Oh, it's a re-run. I've seen that show. Please turn it off. With it on, I can't hear the stereo anyway.
Mom: Pat, that shirt in the dryer must be done. I need to use the dryer for some other things.
Pat: Hey, the mail's come.
Mom: Oh, here's the electric bill. Wow! How can it be that high? I've tried to be so careful.
Pat: I smell something.
Mom: Oh, no, the cup cakes!

Follow-up activities might include discussing possible titles for the skit and suggesting ways in which the family members could improve their energy conservation behaviors. These suggestions might be incorporated into an instant replay or updated re-run.

Drawings and Cartoons

Students can illustrate the following facts with drawings, sketches, or mathematical equations:

1. An iron uses as much electricity as ten 100-watt light bulbs.
2. The average shower takes 10 gallons (38 liters) of water while the average bath takes 20 gallons (76 liters) of water.
3. An automatic washing machine uses the same electricity for a full load as it uses for a single item.
4. Toasting bread in an oven takes three times as much generated energy as toasting bread in a pop-up toaster.
5. Ninety drops of water per minute from a leaking faucet equal 1,000 gallons (3800 liters) of water in a year.
6. It takes two-thirds more time to cook a frozen roast than a thawed one.

7. A color TV set uses 33 percent more electricity than a black and white set.
8. Three lightweight garments can keep a person warmer than one very heavy garment. These illustrations might be presented on posters for the contest mentioned previously.

Checklists

Students can use newspaper and magazine articles and commercial materials to help them develop checklists for rating energy conservation practices used in the home economics department and in their own homes. To get started, the class might brainstorm to generate a few questions that can be answered "yes" or "no," or you might provide worksheets to be completed for various areas of concern such as heating and/or cooling, preparing food, using appliances, and lighting. Sample questions such as the following might be used to give the students ideas for getting started in developing their checklists:

Questions to Rate Your Energy Conservation Habits	**Always**	**Sometimes**	**Never**
1. Is the furnace and/or air conditioner filter cleaned or replaced at least every four weeks?			
2. Is the heat or air conditioning vent shut and the door closed to rooms not being used for several hours or more?			
Preparing food			
1. Is the oven door kept closed until cooking food is ready to be checked for doneness?			
2. Are heat reflectors on the range kept clean and shiny?			

	Yes	**No**
Using Appliances		
1. Is the TV turned off when nobody is watching?		
2. Is the washer used only for a full load or is the load cycle changed for small amounts of wash?		
Lighting		
1. Are lights turned off as soon as they are no longer needed?		
2. Is one large light bulb used in place of several smaller bulbs where possible?		

After using the completed checklists to rate the department and their homes, students could be guided in discussing these questions:

- What resources need to be conserved in addition to electricity?
- Why do these resources need to be conserved?
- What responsibilities do individuals have in preserving the environment?
- What responsibilities should the government assume in preserving the environment?

Experiments and Reports

Students can use consumer information materials or conduct experiments to find out:

1. how much electricity it takes to prepare certain foods in a microwave oven compared to a regular electric oven
2. how much heat is lost every time the oven door is opened
3. what kinds of pans retain the most heat so baking can be done at 25° lower temperatures than called for in recipes
4. how to prepare several foods in the oven at one time when each requires a slightly different cooking temperature
5. how much time it takes to cook frozen food compared to thawed food.

Make plans in your schedule so students can share their findings with the class.

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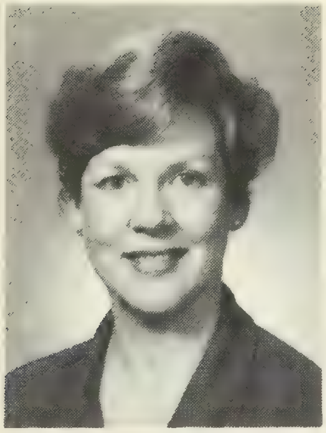

Carol Akkerman Sain, Ph.D.
Assistant Professor
Division of Home Economics Education
University of Texas at Austin
Austin, Texas

Preparing Students to Teach Young Children, Adults and Special Needs Groups Through Preservice Education

As a result of societal trends and federal legislation, teacher educators in home economics have expanded preservice programs. The expansion and change have resulted in providing opportunities for students to observe and work with new age groups, teach in programs designed to meet varied educational needs, and gain experience in teaching handicapped persons. Since the home economics education program at The University of Texas at Austin has implemented a field experience component to professional course requirements, the division has become more visible in the community and provided the students more exposure to the special educational needs of the community. This course provides the prospective student teacher with a theoretical base for developing, implementing and evaluating instructional units for adults, young children and special needs groups and with opportunities in a community setting to apply this knowledge.[1]

BACKGROUND, FRAMEWORK UNDERLYING PROGRAM

Many subject areas in teacher education have used field experience as an integral part of a program or as an elective or supplemental offering in a program. Within home economics, field experience has various connotations. Field experience may mean an off-campus methods course; or the term may be used synonymously with student teaching.

To senior home economics education majors at the University of Texas at Austin, the term field experience means a required component of the last semester's work, which also includes Advanced Methods in Home Economics Education and a nine-week, full-day student teaching experience at the secondary school level. The field experience course is designed to extend the student teacher's professional preparation beyond the secondary school by providing opportunities for teaching home economics to adults, young children, students with special needs, battered women, and incarcerated persons.

The Education Amendments of 1976 (Public Law 94-482) require programs in consumer and homemaking education for special target populations. Consequently, pre-service education must prepare students for outreach programs in communities to meet needs of youth, adults, and special needs groups. Public Law 94-482 also requires that programs

[1]This community-based outreach program has been serving the Austin community since 1976.

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Energy Reminder Calendars

Twelve-month calendars that have energy saving hints or reminders can be made for students' home use or for gifts. Some types of items that students might include on thier calendars follow:

- Make a New Year's Resolution to conserve energy during the entire year
- Check furnace filter
- Vacuum heating units thoroughly
- Open drapes/shades on sunny day for solar heat gain
- Shop for glass door fireplace screen
- Plant trees to shade west windows and doors
- Have air-conditioning unit checked
- Shop for a fan when they go on sale
- Inventory freezer, keep it filled for efficient operation
- Turn off air conditioner when go on vacation
- Have heating system checked

meet current societal needs by emphasizing consumer education, management of resources, promotion of nutritional knowledge and food use and parenthood education.

Another law affecting teacher education programs is The Education for All Handicapped Children Act of 1975 (Public Law 94-142). This law mandates that students with special needs be educated in the least restrictive environment in which they can function adequately. This is often a regular classroom. Meeting the intent of this legislation requires that pre-service programs prepare students to individualize instruction so that the "mainstreamed" student will benefit from the regular classroom environment. A prerequisite is that teacher education programs provide student teachers opportunities to observe and to work with handicapped people during the pre-service phase of their professional education.

DESCRIPTION OF PRESERVICE PROGRAMS

On-Campus Phase

Field experience begins with three weeks of concentrated, in-class instruction on the University campus. During these three weeks the student teachers are introduced to the characteristics unique to each of the three populations included in field experience, their learning capabilities, and their personal, social and physical needs. The university instructor emphasizes the steps in implementing the school-community education process with each group. This phase of the course is complemented with readings and reports from recent journals, texts, observation trips to the community centers, and time for planning the lessons to be presented in the field.

Working in teams of two or three the student teachers develop plans for lessons to be taught to each of the three groups being served. The content areas include consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home management and clothing and textiles.

Off Campus Phase

Experiences in the field begin after the prospective student has completed a 9-week student teaching experience and the university instructor has made contact with community coordinators. Program coordinators receive a letter describing the lessons that could be presented and the available weeks for presentations. The coordinators communicate this information to their teachers who select preferred lessons and times for presentations.

From the lessons which teachers selected for their classes, the student teachers decide which ones they will present. Each group of student teachers presents approximately four elementary and six adult lessons and teaches two weeks in a school for the handicapped.

Following are descriptions and examples of programs presented at the various community centers.

Young children. Lessons taught to elementary school students are approximately 30 minutes in length and actively involve the children. In order to provide a variety of activities and to extend the learning experiences, the student teachers develop and use visuals and other aids. Examples of lesson titles which have been presented include:

Let's Be Friends (Learning how to be a better friend)	Grades K-3;
A Sheepish Story (A study of the natural fiber wool)	Grades 3-5; and
Look What Your Money Buys (A study of the value of money and how to make change).	Grades 1-3

Adults. Senior Citizen Centers in Travis County conduct regular meetings and provide transportation for the senior citizens. Field experience lessons are planned to coincide with the centers' scheduled meetings. These lessons last approximately 45 minutes and are complemented with visuals and hands-on-experiences.

Nutrition education and basic living skills programs have been presented at the Austin Mental Retardation Centers. These sessions were two hours in length and were conducted twice a week. The adult participants ranged in age from 18-50. Examples of program titles presented include: Reducing Utility Costs (ways one can decrease utility use and costs through a knowledge of energy usage); What Am I Eating? Coffee, Tea, or BHT? (understanding what food additives are and how they are used); and Hey, Hey, Good Looking!! (learning four steps to weight control.)

Special needs groups. Special needs populations include home economies students at the Texas School for the Blind and the Criss Cole Rehabilitation Center. Students in these two schools are totally blind or partially sighted. The student teacher spends two weeks in one of these schools. This length of time allows opportunity to plan, teach, and implement lessons over a sustained period. Consequently, the student teacher can observe an "education change" and have a more realistic teaching experience. Student teachers also have the opportunity to observe the screening process used for student enrollment or handouts duplicated in braille or large type.

Examples of program titles which student teachers have presented included: Family Finance (the advantages and disadvantages of different types of credit); Expressing Self Through Clothing (management and construction techniques); and Pegging Priorities (identifying values and learning how to set priorities.

Other special interest groups. Lessons are also taught to men and women in the County Correctional Centers. First, the student teachers observe the confined adults and talk with the centers' administrators and prisoners. This encounter gives the student teachers an understanding of some of the problems and lets them view the environment in which these adults live and work.

Two hour lessons selected by the inmates are prepared and taught by each group of student teachers. Examples of programs presented included: How Can I Make Others Understand Me? (study of effective communication) and How Can I Improve My Physical Well Being? (study on nutrition and proper exercise). Other lessons have been taught to clients of the Battered Women's Center and the Displaced Homemakers' Center. Even though the definition of a battered woman and a displaced homemaker are different, the student teachers found their interests to be very similar. Lessons presented to these groups consisted of two one-hour presentations. Examples of these presentations included: Energy Management (a study on energy conservation of the home) and Coping With Where We Are (a study on human relationships and understanding).

PROBLEMS AND SOLUTIONS IN COORDINATION

Requisites for a successful field experience program include the careful choice of participating schools and community centers and close contact with each coordinator during the field experience. Responsibility for this selection and coordination lies with the university instructor. The university instructor works with a coordinator in each center to determine the number, topics and schedule for presentations.

Before teaching begins, the university students observe each program in which they teach. These observations allow time for the student teacher to become acquainted with the students and the uniqueness of each center. These observations are invaluable in contributing to the "comfort level" of the student teachers when they assume the teaching role.

The students also observe their peers teaching each population. This allows peer evaluation and the observer to see how the target populations respond to the lesson and the university student. They also have the opportunity to observe the effect that dress and language used by the student teacher has on the learning process.

During the weeks student teachers are actually teaching, the university instructor visits each center to observe presentations and to assist with problems which may arise. Most of the student teachers are working with groups of people who are "different". A first experience teaching a third grader, an incarcerated adult, a battered woman, a totally blind young adult, a paraplegic or a 60-year-old who does not speak English, can be emotionally trying for neophyte teachers. Often these young teachers need the encouragement and reassurance which only the university instructor can provide.

Following field experience, evaluations of programs with each of the three groups (elementary, adult, and special needs) are made by the university instructor, the center coordinators and the student teachers. These evaluations are used to assign student grades for the course, revise and improve course content and plan for future community-based programs.

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Workshop for Teachers of Occupational Programs: A Model for Teacher Educators*

Camille G. Bell
Professor and Chairperson
Department of
Home Economics Education
Texas Tech University

Sue Couch
Assistant Professor
Department of Home
Economics Education and
Associate Dean
College of Home Economics
Texas Tech University

As the public schools take on more and more of the responsibility of helping the nation's youth become productive adult citizens, it becomes increasingly challenging to design effective teacher preparation programs. Teacher educators are continously faced with the question of how to include, in a four-year degree program, even the basic knowledge and competencies that prospective teachers need.

Each new social movement with its accompanying wave of legislation emphasizes new subject areas to be taught, identifies new target audiences to be served, or adds new social issues to be addressed in the school's burgeoning curriculum. For example, a vocational home economics teacher is expected to be competent in all of the following subjects: child development, clothing and textiles, home management and consumer education, food and nutrition, housing and home furnishings, and family life education. S/he is expected to be able to teach not only homemaking skills but also job skills for one or more of the home economics related occupations. In addition, s/he needs to have expertise in teaching the mentally retarded, the physically handicapped, the disadvantaged, the gifted, those from varying cultural backgrounds, and, in some instances, students who have limited proficiency in the English language.

State education agencies have taken a number of different approaches to the problem of providing comprehensive programs in teacher education. Possible alternatives include lengthening the undergraduate degree program, establishing separate certification for different types of programs, requiring a master's degree or fifth year program for continuing certification, and providing in-service workshops for preparation in specific areas.

The Texas Education Agency (TEA) has opted for the workshop approach to prepare teachers for occupational home economics programs for the disadvantaged and the handicapped. One TEA-sponsored workshop, held at Texas Tech University, is designed for

*The authors are indebted to Patsy Anderson and Sandra Honeycutt, CVAE teachers, Lubbock Independent School District, for their assistance in the preparation of this manuscript.

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CONCLUSIONS AND IMPLICATIONS

Field experience is a structured program which combines theory and practice in a community setting. The program is designed to achieve four goals. Through field experiences, it is intended that the student teachers will:

(1) begin to build a theoretical base for developing, implementing and evaluating instructional units for programs with young children, adults and special needs groups:

(2) begin to recognize the characteristics of, and be able to identify needs of, these three populations;

(3) develop selected competencies which will enable them to relate to and work with each of these populations; and

(4) become aware of some of the resources available to those who work with adults and youths.

This pre-service educational program provides the student with "on-the-job" experience in a secure non-threatening community setting, enables them to be better prepared to fulfill their responsibility as home economics teachers.

home economics teachers of Coordinated Vocational Academic Education (CVAE) and Vocational Education for the Handicapped (VEH) programs. In order to receive an endorsement to teach in either of these programs, teachers are required to attend a three-week workshop for two consecutive summers. Participants have the option of receiving graduate credit.

Home Economics Coordinated Vocational Academic Education is a vocational program designed for disadvantaged students with special learning needs—academic, socio-economic or other handicaps which prevent them from succeeding in traditional programs. Students receive vocational instruction to help them develop salable skills in an occupation which is related to home economics, and academic instruction which helps them improve their academic skills.

Home Economics Vocational Education for the Handicapped is designed for students who qualify for special education. In a curriculum that departs from traditional content and methods, the program provides vocational instruction which prepares students for gainful employment in jobs related to home economics.

Workshop Design

The Texas Tech workshop is really an integration of three separate workshops, with a workshop for first-year CVAE teachers being held simultaneously with workshops for those who have taught one or two years. A separate workshop for second-year CVAE teachers is held at the University of Houston.

The major objective of the Texas Tech workshop is to develop teacher competencies that are essential to meet the occupational education needs of handicapped and disadvantaged students. Secondary objectives include:

(1) to develop expertise in planning and managing a laboratory which involves institutional and power equipment used in home economics related occupations, and

(2) to design instructional strategies for preparing students of varying abilities to perform adequately in the world of work.

The workshop involves approximately ninety clock hours over a three-week period, and includes both laboratory experience and academic classroom orientation.

First-year CVAE and VEH teachers participate in the same laboratory experience. Each group of teachers is divided into two sub-groups, with the sub-groups alternating in the food service and clothing laboratories. Second-year VEH teachers are scheduled separately for more advanced laboratory work. The classroom orientation sessions are planned to include topics relevant to all participants as well as topics specific to each particular group with the three groups meeting together or separately as appropriate. Both orientation and laboratory sessions provide opportunity for the participants to share ideas for effective CVAE and VEH programs.

The *classroom orientation* aspect focuses on instructional strategies and materials specific to the needs of handicapped and disadvantaged students. Content includes characteristics of these special students, orientation to employment, personal characteristics needed for job success, teaching methods and resources, classroom management and discipline, occupational health and safety standards and vocational student organizations.

As part of the classroom orientation, participants complete individualized projects designed to meet local program needs. The purpose of the projects is to develop learning activities, instructional materials and/or teaching strategies which can be utilized by the participants in their specific teaching situations.

Some of the projects have included:

- individualized learning activities for teaching the parts of the sewing machine.
- visual materials for use with students with low reading ability.
- series of bulletin board ideas with coordinated objectives and learning activities.
- semester block plan and lesson plans for one unit.
- individualized modules for students with specific handicaps or learning disabilities.
- an extrinsic and intrinsic recognition system focusing on attitudes and behavior which are helpful for employment.
- an inclusive record keeping system including an inventory system for equipment and an accounting system for purchasing.
- design of a laboratory for an occupational program complete with identification of equipment and cost analysis.

- design of a public relations area in the laboratory to promote program activities and recognition of students and community consultants.

The facilities of three local schools are utilized for the laboratory component which focuses primarily on food service and clothing occupations. Experiences are provided in operating institutional and power equipment, designing laboratory projects, and planning and implementing actual laboratory sessions. Projects and activities are designed so that all participants gain experience in operating all pieces of equipment in the food service and clothing laboratories.

Laboratory sessions meet during a three-hour time block in the morning; the afternoons and some evenings are devoted to classroom orientation. Participants have the flexibility to adapt the laboratory experience to meet their individual needs. For example, participants may choose to spend one week (5 three-hour sessions) in the food service laboratory and two weeks (10 three-hour sessions) in the clothing laboratory or they may spend the longer amount of time in food service; or they may elect to divide the time equally, depending on their needs.

The *food service laboratory* segment of the workshop requires that each of the 2 large groups assigned to food service be divided into sub-groups. Each sub-group is responsible for preparing food which requires the use of specific pieces of equipment. The groups rotate so that at the end of the week, each group has had experience operating all of the equipment.

The primary objective of the food service laboratory program is for the participants to be able to identify and use the commercial food service equipment. Special attention is given to safety features. The following food preparation schedule designates the equipment each group will operate while preparing a meal of fried fish with tartar sauce, hash brown potatoes, carrot raisin salad, applesauce cake, iced tea and coffee.

sub-group A	sub-group B	sub-group C	sub-group D
deep fat fryer	coffee maker	mixer	food warmer
grill	dish machine	convection oven	food slicer
	dining room	standard oven	mixer attachments
			service counter
			salad maker

The two groups reporting to the *clothing laboratory* are involved with projects and activities designed to help the workshop participants learn to operate four different pieces of equipment. A bonus feature is that participants prepare visuals for use in their own programs.

The equipment and suggested projects are:

Equipment	Suggested Projects
Serger	Placemats, napkins, aprons, seams
Heavy-duty straight-stitch machine	Cosmetic bags, tote bags, beach bags, book satchels
Blind Hemmer	Samples of hems Hem garments Apron (an example of a project requiring all the equipment)
Domestic Machine (Viking)	Linings (for bags), detail finishing work, use of decorative stitches

Organization of Personnel

The key personnel involved in the workshop include the workshop director and two other Texas Tech University home economics education faculty members, all of whom serve as classroom orientation teachers, and six experienced CVAE/VEH home economics teachers who serve as laboratory instructors.

Selected resource persons add expertise in specific subject areas. Over a several year period, resource persons have included:

- the consultant for occupational home economics programs from the Texas Education Agency.
- special education consultants from both on and off the Texas Tech campus.
- a specialist from the Vocational Special Needs Program at Texas A&M University.

- representatives of the Texas Restaurant Association.
- a food service consultant from the Texas Tech Food and Nutrition Department.
- faculty members from other universities.
- experienced CVAE and VEH teachers currently teaching in outstanding occupational programs.

Evaluation

Evaluation of the workshop is an ongoing process. Each group of participants is asked to evaluate the workshop in order to assess the value of the various aspects and to make suggestions for improvement. These evaluations are used in planning succeeding workshops.

According to the participants, one of the most valuable aspects of the workshop has been a sanitation seminar sponsored by the Texas Restaurant Association. As part of the seminar, the participants have an opportunity to take the Food Service Employee Sanitation Examination and receive a certificate designating competence in this area.

Another part of the workshop which the participants perceive as very beneficial is the food cost analysis demonstration. This session is conducted by a Texas Tech Food and Nutrition instructor who teaches courses in institutional foods and does private catering and consulting in food service. The demonstration is designed to involve the participants in quantity food preparation and service "with a flair," emphasizing cost analysis. The participants have found this activity to be not only a valuable learning experience, but also a good time for informal contact in the otherwise intense workshop schedule.

In general, the participants have evaluated workshop activities which give them practical, creative ideas that they can use in their local programs as more valuable than those activities that focus on theory or on the abstract. This seems to be especially true of first-year teachers and others who have had limited training and experience in working with handicapped and disadvantaged students.

On the basis of the evaluations by the participant, a number of changes have been proposed for future workshops. The following suggestions may be helpful to educators considering similar projects:

(1) Expand the competency-based approach. This would allow more flexibility for participants to work toward specific competencies that have been identified for teachers in each program, and to complete the workshop as they demonstrate competency in each area.

(2) Provide workshops at more than one location. In large states such as Texas, distances are so great that it would be more convenient for the participants and better use of state funds if the workshops were available in different geographic areas of the state.

(3) Plan one week of the workshop for participants to do an on-site independent study in their local school district. The independent study would be designed by each participant to meet the specific needs of the local program and could include conferences with parents and students, developing teaching materials, coordinating the school program with local businesses and agencies and/or obtaining work experience in a home economics related occupation and applying the knowledge gained to structuring classroom learning activities.

(4) Build into the workshop schedule time for participants to share ideas in informal, unstructured situations. Unstructured time, where people have an opportunity to get to know each other and discuss common problems is frequently as important as the formal workshop activities.

(5) Plan laboratory experiences so that workshop participants have the opportunity to work with students who are enrolled in CVAE and VEH programs.

Creative Literature As a Key to Family Management

Edna L. McBreen
Assistant Professor
Deptartment of Agricultural Education
Texas A&M University
College Station, TX

Cheryl A. Johnson
Department of Home Economics
Southwest Texas State University
San Marcos, TX

The family is widely accepted as the basic unit of our society and its preservation is a focus of many fields of endeavor. To the field of home economics a concern for the family serves as the unifying thread connecting the various subject matter areas within the field. Management offers the family the option of an active approach to life's circumstances as opposed to a passive coping with change.

While family management is sometimes included as a separate entity in the high school curriculum, often management concepts are made available to the student in a haphazard manner. Occasionally high school students will consider values or decision making within the structure of other home economics courses such as family relationships or child development. The end result appears to be a void in the curriculum; the student rarely sees the entirety of family management. Perhaps the greatest difficulties in teaching management revolve around motivating the teacher as well as the student.

Family management content is laced with information that all of us "should" know "for our own good". How do we motivate the student; allow him/her to see the relevance of the information; and help him/her to relate family management concepts to his/her individual needs? We propose, as one answer to this dilemma, the use of descriptive literature to exemplify the content and processes of family management.

The use of exciting, vibrant literature to portray families and their problems offers more than the mere utilization of a case study approach, although that is the essence of the process. Great literature can serve as a vehicle to help the student:

1) visualize the implementation of management theory,
2) realize that his/her problems are not unique in the world,
3) view solutions to family and individual problems as offering potential for growth as opposed to threats to individualism and family privacy, and
4) apply the lessons gained from the experiences of the families depicted in the literature to present and future family circumstances. The talented author offers the student a multi-dimensional view of the family. S/he helps the students to ". . . clothe the dry bones of social theory with the living and plastic tissue which grows from literary imagination."[1]

Family Management Concepts

In family management there are a number of concepts which may stand alone. Each concept has its own significance but it is by their interactions that the whole of management is conceptualized. In understanding family management it is significant to know these component concepts. Values, goals, standards, resources, demands, needs, events and decision making all have individual importance. However, it is by combining the concepts that the desired end, family management, is attained. The "whole" of management is a symbiotic combination of its parts.

Like the concepts of family management, the individuals who make up a family unit may function independently. Each individual may stand alone, but it is through the symbiotic interaction of the individuals that the greater family unit finds its successes.

In considering the family, or family management as a subject of study, the learner

[1]Coser, Lewis A. in Olshan, Toni P., *Teaching Decision Making Using Imaginative Literature: A Curriculum Plan*, unpublished Master's Thesis, Cornell University, August, 1979, p. 11.

must break down the content and specifically note the impact and relevance of each concept. However, the breakdown should not be so extreme that the larger concepts cannot be viewed in the relationships.

A systems approach to the study of families and family management offers an opportunity to view both the parts and the whole. This approach, adopted by many theorists[2], offers several definitions of a system. We consider a system as a unit made up of interrelated parts. According to Gross, Crandall and Knoll,

> A major characteristic of all systems, *wholeness*, is based on the concept that the components of a system behave as a unit rather than as separate entities. . . .
> One consequence of "wholeness" is that in a system *the whole* is greater than the sum of its parts.[3]

Family Management in Literature

Initially, our rationale for using case studies from literature to teach about families and their management focuses on the quality of communication and interpretation available in exceptional literature. Few would question the clarity of representation of the Black family in *A Raisin in the Sun.* It is difficult to imagine a more vivid representation of environmental impacts on a family of immigrants than that depicted in *The Jungle.* That same novel offers the reader all of the tragedy inherent in the family's demise. Each of these examples offers a wholistic view of the family that includes evidence of the multitude of interactions so essential to family management. All include the parts of management that, through a symbiotic relationship, result in the whole being greater than the sum of the parts.

The use of literature to teach home economics concepts offers more than merely the knowledge of those concepts. Such an approach is one that is truly interdisciplinary. It offers potential for coordination with other content areas, but more importantly, it gives the student an opportunity to see that the concepts of home economics are not confined to the home economics classroom and the concepts of literature are not confined to the English classroom.

Implementation

In an introductory, college level course in family management at Southwest Texas State University we have utilized excerpts from literature to explain management concepts. *The Grapes of Wrath,* among the most successful of our choices, provides a particularly vivid picture of families managing change. Logistically, the book is easily used in bits and pieces since the author has inserted short descriptive chapters within the story line. Those chapters offer an abundance of resources for the student attempting to visualize management concepts in action.

The following summary of the management concepts evident in chapter seventeen of *The Grapes of Wrath* has been compiled by a student in the course, Cheryl A. Johnson. She first summarizes the chapter and then presents, in table form, the concepts of management, her own definitions of those concepts, and examples of them from the chapter.

The Grapes of Wrath: Chapter Seventeen

In *The Grapes of Wrath,* John Steinbeck depicts the family's struggle during the depression for a better life, a new way of life, a new beginning. He presents the barriers that arose, and how families adapted to these changes not because they wanted to, but because they had to. The new life was a challenge, one that required the learning of new skills and the strengthening of old ones.

Chapter seventeen of *The Grapes of Wrath* presents the families' journey to the West and the hardships they experienced. It vividly describes the families and the camps they built on a nightly basis, the relationships they formed, and the future they longed for.

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[2]Deacon, Ruth E. and Francille M. Firebaugh, *Family Resource Management Principles and Applications* (Boston: Allyn and Bacon, Inc., 1981).

Swanson, Bettye B., *Introduction to Home Management* (New York: Macmillan Publishing Co., Inc., 1981).

Gross, Irma H.; Elizabeth W. Crandell and Marjorie M. Knoll, *Management for Modern Families* 4th Edition (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1980).

[3]Gross, *et al.*, p. 13.

MANAGEMENT CONCEPTS: CHAPTER SEVENTEEN OF THE GRAPES OF WRATH

Concepts	Definitions	Examples
Value	signifies what one feels is important and gives meaning to life	**"As it might be that a sick child threw despair into the hearts of twenty families, of a hundred people; that a birth there in a tent kept a hundred people quiet and awestruck through the night and filled a hundred people with the birthjoy in the morning."[4]**
Goal	the desired end	"And these lusted so greatly to be settled that they set their faces into the West and drove toward it, forcing the clashing engines over the roads."[5]
Standards	boundaries used achieving goals	"In the worlds, social conduct became fixed and rigid, so that a man must say "Good morning" when asked for it . . . And when a baby died a pile of silver coins grew at the door flap, for a baby must be well buried, since it has had nothing else of life. An old man may be left in a potter's field, but not a baby."[5]
Resources	". . . assets that can be used to reach goals"[7]	"And there is needed enough flat land to pitch the tents, a little brush or wood to build the fires. If there is a garbage dump not too far off, all the better; for there can be found equipment. . ."[8]
Needs	perceived necessities for life	"In the daylight they scuttled like bugs to the westward; and as the dark caught them, they clustered like bugs near to shelter and to water. And because they were lonely and perplexed . . . they huddled together; they talked together; they shared their lives, their food, and the things they hoped for in the new country."[9]
Demands	goals or happenings that require action	"Thus they changed their social life—changed as in the whole universe only man can change. They were not farm men any more, but migrant men."[10]
Decision-making	". . . the process of selecting from alternative courses of action."[11]	"When you cross the Colorado river there's the desert, they say. Look out for the desert. See you don't get hung up. Take plenty water, case you get hung up. I'm gonna take her at night. Me too. . ."[12]
Events	unanticipated occurrences	"They spoke of their tragedies: Had a brother Charley. . . He was harrowin' one day an' he went up to clear his lines. Well, a rattlesnake buzzed an' them horses bolted an' the harrow went over Charley. . .[13]
Implementing	putting plans into action	"The families ate quickly and the dishes were dipped and wiped. The tents came down. There was a rush to go . . . But along the highway the cars of the migrant people crawled out like bugs, and the narrow concrete miles stretched ahead."[14]
Roles	individual identity and behavioral patterns within the family	". . . when the cars pulled into the camping places, each member had his duty and went to it without instruction: children to gather wood, to carry water; men to pitch the tents and bring down the beds; women to cook the supper and to watch while the family fed."[15]
The family as a system	individuals working together as a social system	"The family, which had been units of which the boundaries were a house at night, a farm by day, changed their boundaries."[16]

[4]Steinbeck, John, *The Grapes of Wrath (New York: The Viking Press, 1939) p. 264.*

[5]*Ibid.*, p. 268.

[6]*Ibid.*, p. 266.

[7]Nickell, P.; A. S. Rice and S. P. Tucker, *Management in Family Living* (New York: John Wiley and Sons, 1976) p. 464.

[8]Steinbeck, pp. 266-267.

[9]*Ibid.*, p. 264.

[10]*Ibid.*, p. 267.

[11]Nickell, *et al.*, p. 458.

[12]Steinbeck, p. 273

[13]*Ibid.*, p. 271.

[14]*Ibid.*, p. 273.

[15]*Ibid.*, 267.

[16]*Ibid.*

The approach to the utilization of excerpts from literature in this particular class has been to distribute copies of the excerpt to class members and/or assign them as reserve readings. Related activities have included:

- Class discussion revolving around the families depicted in the literature and the way they managed.
- Role playing to extrapolate from the case study itself to other situations.
- Use of the excerpts as part of comprehension test questions at higher levels of the cognitive taxonomy. They allow the student to apply his/her knowledge to a novel situation.

Additionally, we recommend the following activities:

- Use of the movie, *The Grapes of Wrath* as a presentation of the entire novel. This particular movie is especially true to the book according to Steinbeck; it is ". . . a hard, straight picture in which the actors are submerged so completely that it looks and feels like a documentary. . .
- Class development of a slide/tape presentation using pictures of families currently managing and teaming them with excerpts from the book.

Additional Resources

In addition to *The Grapes of Wrath,* we also suggest the following as literature readily utilized in family management class. These suggestions include literature frequently included in the high school curriculum.

- Gibson, William. *The Miracle Worker*
  This is the story of Helen Keller and Annie Sullivan. The play offers the reader a chance to see the decision making process of a family attempting to manage the problems arising from a child who is deaf and blind. Additionally, it presents the concept of human resources and the "miracles" that can come from their expenditure in tracing Annie Sullivan's efforts to work with Helen Keller. *The Miracle Worker,* would provide an excellent play to be produced by a class with numerous chances for discussion of management concepts.
- O. Henry. *The Gift of the Magi*
  This story of a young couple, each attempting to buy the other a much valued Christmas gift, offers the reader an excellent example of goals and attempts to reach them. Additionally, the short story depicts individual decision making as well as the potential results of a lack of communication in the family.
- Sinclair, Upton. *The Jungle*
  The Jungle is a story of a family of Lithuanian immigrants who come to Chicago to live and find work in "packingtown". While the book has gained fame from its portrayal of the slaughterhouses, the depictions of the family's trials and tribulations are equally dramatic. It is an excellent source for examples of a family responding to events and demands. Additionally, it clarifies the role of information in determining the ultimate outcome of attempts at management.

Nutrition Education for "Keen-Agers" (55 to 103)

F. Francis Nesbit
Bachelor of Science
in Home Economics
The Pennsylvania State
University
State College, Pennsylvania

In 1977 the adult home and family life educators initiated a nutrition program for older citizens in San Antonio, Texas. Later, two home economists[1] adopted the name "Keen-Agers" for persons fifty-five years of age and older. Previous class experiences with older persons revealed that many are interested, interesting and very alert. Years of living and making a living contribute to keen minds; hence, the name Keen-Agers seemed appropriate.

Nutrition education is taught at two sites where Keen-Agers participate in various activities and eat a mid-day meal. The sites are located at a church and a community service center in West San Antonio.

Participants represent different ethnic groups but are predominantly Mexican-American. Females outnumber males about three to one and the age range is from 65 to 103! Keen-Agers have worked as shop foremen, civil and food service employees, nurses, and military and domestic employees. Educational backgrounds vary from extremely limited to college experiences. Participants live alone, with a spouse or an extended family.

The first session each year is devoted to planning. Following an orientation to nutrition education, Keen-Agers are invited to suggest concepts they would like to study. A nutrition education committee is organized at each site. Members are selected according to their interest, availability, ability to articulate Keen-Agers' concerns to teacher, and ability to communicate teacher's directions to Keen-Agers. This committee functions as liaison to the larger group and as special assistants during demonstrations, contests and special programs.

The primary objective of classes is to provide relevant nutrition information on one topic each week. Each session is designed to assist Keen-Agers in making wise decisions in terms of food selection, purchase and/or storage based on personal tastes, economics and facilities. The ultimate goal is adequate, well-balanced food intake each day.

Philosophy and Procedure

I believe that:

- each Keen-Ager is important and can make a contribution to the class,
- rapport established between teacher and student enhances learning,
- the learning process is greatly facilitated by extensive student participation, and
- educational experiences should be relevant and practical.

Keen-Agers are encouraged to become actively involved in classes by sharing nutrition information gained from experience, reading and/or listening.

Each session includes the following agenda:

- Greetings
- Review
- Introduction of new concept
- Discussion
- Special activities
- Questions, answers, comments
- "The Good Nutrition Song"
- Morale booster

[1]The author and co-worker, Mrs. Audrey Blake, teach at Adult Homemaking Centers, San Antonio Independent School District, San Antonio, Texas.

Characteristics and Teaching Methods

Some of the Keen-Agers have short attention spans, set ideas, prejudices, and strongly held opinions and are lonely, assertive and vocal. Many also lack self confidence. These characteristics have implications for selecting teaching methods and learning experiences.

The following guidelines for success are based on a knowledge of these characteristics.

- We limit general presentation to a period of 10-30 minutes and devote remaining time (30-90 minutes) to individual/small group conversations.
- We review "big ideas" presented the previous week and involve the group in writing or responding to clues in a game, "Who/What Am I?"
- We listen to "facts" based on their experiences. If "facts" contradict tested results, we suggest the possibility of more than one answer and provide accurate information citing source(s).
- When prejudicial ideas are expressed, we counteract them with opposing examples and the commercial line: "Try it. You'll like it!" or "Don't knock it 'til you've tried it!"
- We relate to Keen-Agers individually, determining who needs personal attention with a special "How are you?", a pat on the back, handshake or hug.
- We encourage participation of each person and do not permit opinionated, vocal individuals to dominate discussion.

Teaching Ideas

Basic Food Groups. At least one lesson is devoted to each food group. The objective of each lesson is to enable individuals to identify specific foods, amount of food constituting a serving and major nutrients supplied by the group.

A filmstrip,[2] chalk talk or discussion is used to introduce concepts. Students with writing skills who are interested in recording the information are encouraged to "take notes".

Each week a review includes a brief question-answer period on names of food groups and recommended servings. "The Good Nutrition Song" is used as a technique for reviewing.

Evaluating the site menu for the day in terms of the food groups is a method of "testing" Keen-Agers' understanding. This activity encourages practical application of knowledge.

Nutrition contests provide opportunities for demonstrating knowledge and skills. Mobiles, posters, crocheted food models and "paper meals on paper plates" are ideas that appeal to many Keen-Agers.

Nutrition Insurance

An adaptation of "Nutrition Insurance"[3] is an excellent resource for teaching concepts of nutrients, functions and best food sources. Since most persons have purchased insurance, they are familiar with the vocabulary, e.g., benefits, limits and premium. Information on "coverage" is restricted to persons fifty-five years and older.

Keen-Agers volunteer as public service announcers and introduce the lesson using this format:

> "Good morning! This is station A.H.F.L.E.[4] located in The ____________________
> (name)
> Site for Keen-Agers.
>
> I am ____________________ bringing you the nutrition education
> (announcer's name)
>
> announcement for the day: You can remain calm if you buy the Nervousness
>
> Insurance Policy!"

Following an explanation of benefits and limits of the policy, nutrients needed, best food sources and amounts of each required to "pay the premiums," students are invited to sign on the dotted lines.

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[2]"Food to Live On: The Maturing Years" (Orlando, Florida: Tupperware Educational Services).

[3]Judy, Oppert, *Nutrition Insurance* (Urbana, Illinois: Division of Home Economics Education, University of Illinois, 1976).

[4]Adult Home and Family Life Education.

Diseases/Disorders

Hypertension, diabetes and elevated cholesterol levels are common complaints among Keen-Agers. These disorders have implications for the practical application of nutrition education. Planned learning experiences encourage persons to assume responsibility for controlling such conditions.

Since excess sodium in the diet seems to contribute to hypertension (high blood pressure) in some people, Keen-Agers are urged to limit sodium intake by decreasing:

- foods prepared in brine, e.g., pickles, sauerkraut
- salty or smoked meats, e.g., franks, luncheon meats
- salty snacks such as potato chips, salted nuts, pretzels
- bouillon cubes; seasoned salts; soy, Worcestershire and barbecue sauces
- cheeses
- canned and instant soups
- condiments, e.g., catsup, mustard, horseradish.[5]

Comparable suggestions are made in relation to other disorders. Students are encouraged to seek information from reputable sources, especially their doctors, before making decisions about eating habits.

Ending Class

Each lesson ends with a summary of concepts, singing one or more verses of "The Good Nutrition Song" and giving self a "warm fuzzy." The latter consists of: raising the right hand, bringing it over to the left shoulder, and patting self on the back.[6] This usually leaves everyone with smiling faces and positive feelings. Many Keen-Agers report this as the only time they "stroke" themselves.

Summary

Keen-Agers, persons fifty-five years of age and older, are interesting and potentially enthusiastic nutrition education students. Relating to them on a personal level seems to encourage a more positive attitude toward self and to enhance the learning process. Cooperative planning and flexibility in scheduling insure continued interest. Frequent review assists older persons in remembering basic facts necessary for making wise decisions about food choices.

Nutrition education can facilitate Keen-Agers in controlling certain health disorders. Prior to Mr. Hubbard's one-hundredth birthday celebration he admonished his peers, "You should listen to Mrs. Nesbit. If someone had tole me this fifty years ago, maybe I would be better off today!"

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[5]Carole A. Davis *et al*, *Food—A Publication on Food and Nutrition* (Home and Garden Bulletin Number 228, U.S. Department of Agriculture, 1979), 18-19.

[6]Attributed to Minerva Liberatore, Tupperware Educational Services, San Antonio, 1976.

The "aging" like people of any age need:

a positive self-image
a purpose for living
human relationships
money
health
housing
transportation

—Sterling Alam in *Illinois Teacher*, September/October 1979

Barbara Langston Mason
Home Economics Teacher
North Garland High School
Garland, Texas

Home Economics for Single Adults: A New Program for Young Homemakers of Texas

Looking for a new twist for your adult education program? Why not organize a home economics club for single young adults in your community? That's what two single home economics teachers, Barbara Mason and Debbie Mulkey, have done in Garland, Texas, a suburb of Dallas.

A visit to the local Young Homemakers of Texas which was composed primarily of married young women, as are most adult home economics clubs in Texas, emphasized the fact that the needs and interests of single young adults are different in many ways from those of married homemakers. So the decision was made to form an exclusive new home economics program—for single adults only! Assuming that any single person, whether male or female, has to be a homemaker out of pure necessity, it was decided to depart from the tradition of an all-female club and to actively recruit male as well as female members.

We drew up a prospective membership list consisting of personal friends and acquaintances, neighbors, and fellow teachers, and sent invitations to all for the first meeting. It was expected that food would be a drawing card, especially for the men, so the first program featured a lesson on meal preparation using convenience foods. Following the demonstration of a taco casserole made from master mix, the nineteen participants, most of whom were male, were randomly divided into groups and sent to lab kitchens with recipes for the preparation of the remainder of the meal. As the groups worked on their contributions to the meal, they were forced to become acquainted, and the conversation level in the room rapidly increased.

Following the meal, the concept for the club was presented and ideas for future meetings were requested and recorded. Response was enthusiastic. The men were eager for more cooking lessons, while the women suggested such topics as car repair and home maintenance. It was decided to have meetings once a month on a weeknight. The meetings would begin at 7:00 p.m. and would last approximately two hours. The problems of electing officers and writing a constitution were postponed until such time as a stable membership had been developed, and participants were asked to help recruit new members.

The next meeting featured a speaker on energy conservation presented by a representative from the local power company. Other programs have included a picnic, a microwave cooking demonstration, a Thanksgiving dinner demonstration, a Christmas party, and a question-and-answer session on income tax preparation presented by an accountant.

Officers have since been elected, a simple constitution has been established, membership dues have been collected, and members are coming up with program ideas on their own. Responsibilities for the sponsors have diminished to simply handling organizational details such as notification of members of meeting dates and preparation of the home economics department for the meetings.

So what can you do to organize a similar club in your community? The success of a group of this type depends upon two main factors—membership and programs.

Membership Recruitment

A group of 15 to 20 young adults between the ages of 21 and 35 might be your goal. Possible avenues to develop your prospective membership list include:

1. a feature story in your local newspaper.
2. church groups for singles.
3. notices in prominent places in your community, emphasizing the word "single" in order to attract attention.

4. word of mouth at school, encouraging fellow teachers to make their single friends aware of your program.

Program Planning

Once members have been recruited, interest can be sustained if programs meet their needs.

1. While both men and women will probably be interested in cooking lessons, they will feel more comfortable belonging to a home economics group that offers a varied and balanced program. Members need to realize that home economics is a very broad field; consumer education and management are valued parts of the program.
2. Members can also present programs. A nurse might present CPR lessons, while a lawyer might speak on legal problems of singles. Asking a member to present a program is an ideal way to encourage active participation in the club.

Working with the single adults is both challenging and fun. The challenge lies in providing high-interest programs that will compete successfully with their many other interests and activities. The fun comes from their enthusiastic response and their gratitude for our efforts to meet their need to become better homemakers.

See inside back cover for order form.

Family Night Out: Utilizing an Advisory Council in Home and Family Living

Janis Lister
Vocational Home Economics
Teacher
Graford, Texas

Success stories are exciting to write! This story had its beginning at an advisory council meeting which was attended by four members. Small beginnings seldom have such huge rewards.

At the first meeting of the advisory council, concern was expressed for the many pregnant students. The group felt it was important to fulfill the needs of these special students in such a way that others would not follow in their footsteps. Each council member seemed to feel immediate empathy for these students and a brain storming session followed. What could six people do?

One of the strengths of this advisory council was the energetic woman who served as chairperson. She was on the phone the following morning soliciting the aid of a well known family counseling expert, Dr. Paul Faulkner, from Abilene Christian University. A meeting with Dr. Faulkner was scheduled in Abilene.

Each member expressed uncertainty about what was to be accomplished by this meeting, but nevertheless made the trip. After an hour and a half with Dr. Faulkner, the uncertainties began to fade. He shared the concerns for teenagers who could not communicate effectively with their parents and who found themselves in tragic situations with no one to turn to except their peers.

If teenagers needed to communicate, they needed to communicate with both parents, not just with their mothers. Strengthening family ties became the centralized theme. Dr. Faulkner felt that if we were to be successful in getting families to attend a meeting then we had to offer an incentive, aside from just the program itself. Food was the logical answer. An economical meal which would enable the entire family to have a "Family Night Out" became a part of the plan.

After talking with the committee, Dr. Faulkner decided that the program needed to be presented to the teenagers in one group and the adults in another group. Therefore, Dr. Tom Milholland, Assistant Director of the Institute of Marriage and Family Studies at Abilene Christian University was scheduled as the second speaker.

The advisory council met again and listed the program topics to be discussed, namely: self esteem, communication, discipline, drugs, sex and related diseases, and hopeful and positive attitudes. Each council member felt that the main thrust of the program should be positive, informative, and hopeful with emphasis on the importance of a strong family unit.

Following the redefinition of the goal, a 10 step plan was initiated to promote the community project:

1. Ask the Mayor to write a document declaring the month of April "Family Emphasis" month.
2. Ask all churches and clubs to use the Family Theme, if possible, during April.
3. Ask all high school English teachers to assign students to write 1-2 page themes on the importance of the family and publish the best themes in the local newspaper.
4. Distribute fliers with the speakers' pictures and information concerning "Family Night out" to local churches, clubs, stores, public buildings, and students enrolled in grades K-12.
5. Publicize "Family Night Out" through numerous newspaper articles with pictures.
6. Plan to serve a dinner before the program.
7. Publish quotations by community leaders on the importance of the family in the local newspaper.

8. Arrange for coverage of "Family Night Out" by the Abilene TV Station.
9. Provide entertainment by FHA/HERO members before the program.
10. Sell meal tickets in advance.

The wheels started to turn. Students enrolled in home and family living classes did comparative pricing of food and decided to serve spaghetti. Recipes were experimented with and prices calculated. It was determined that a meal of spaghetti, salad, Texas toast, cake, and tea could be served for $1.25 (adult) and $.75 (child). Our goal was to serve 300 people. The students compiled market orders and completed time plans for the meal preparation.

On several occasions, student teams visited other classes on the campus and encouraged each student to come to "our" program. Every day for many days prior to the program, each student was met at the classroom door and asked the question, "What are we excited about?" The only answer accepted was "Family Night Out". These students did not really understand what "Family Night Out" was all about at this point but nevertheless, their enthusiasm spread to other students. They did know that two speakers would come and speak for 3 hours on family success and that home and family living students would prepare the food.

A $50.00 prize was offered to the student who was responsible for getting the most people to attend. This incentive heightened their enthusiasm. Students were excused from class to promote the program and distribute the flyers to local businesses.

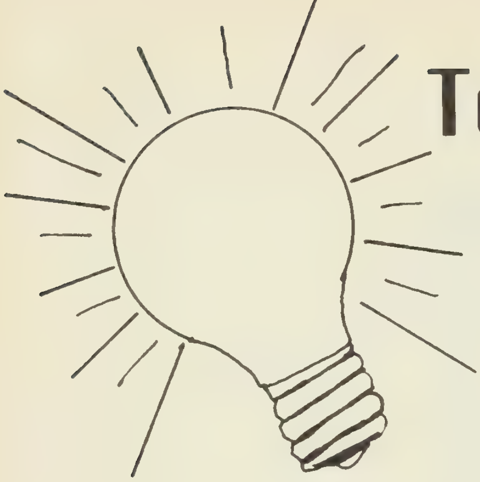
The two home economics teachers were skeptical about how successful the program would be. The chairperson of the advisory council, Annita Ritchie, never had one doubt. She was truly a daily inspiration. She kept saying that our community would support this venture by attending. This project was a first in that no other community in our area had attempted such a project.

The meal and the program were successful. Advisory council members and home and family living students served dinner to 275 people. Dr. Faulkner and Dr. Milholland conducted two 1½ hour sessions with a break between sessions. After the break, the speakers switched groups with all participants coming together for a wrap-up at the conclusion of the two sessions.

One last minute change occurred. No plans had been made for preschool children but approximately 25 children came with their parents. Just as the parent session was beginning, an advisory council member saw a need to furnish some activity for these children. She took them to the home economics department and entertained them with songs, games, and skits during the program. This was a remarkable scene to watch. Again a member of the advisory council came to the rescue.

The speakers were straight forward and talked to the young people in language they understood and appreciated. Each student was asked to write an evaluation of the program and without exception each was favorable. Students used words such as fantastic, exciting, rewarding, and worthwhile, to describe their experience. One student expressed a desire that her children would participate in a project like this one. Another wrote that the experience had brought his family together for a meal for the first time in a long while and they were talking together again at home. The list could go on and on but this is simply to say that these young people still appreciate concern shown by adults for their problems. Dr. Faulkner and Dr. Milholland, experts in their field, had indeed touched each person during that evening.

This experience indicated that an advisory council can enrich the total home economics program. Nothing of this intensity could have ever been accomplished without the encouragement, commitment, dedication and labor of the courageous council members. As the year progressed, students were overheard to say at times when difficult situations would arise, "Let's call those council people, they will help us get it together". Those great people helped the home economics teachers and students get it together for a successful "Family Night Out."



TEACHING IDEAS THAT WORKED!

Suzanne V. LaBrecque
Assistant Professor
School of Home Economics
North Texas State University
Denton, TX

Joyce I. Nies
Assistant Professor
School of Home Ecnomics
North Texas State University
Denton, TX

A wide variety of teaching techniques can be used to teach home economics. Several Texas home economics teachers contributed innovative learning experiences that have worked when teaching human development, interior design, home management, and consumer education concepts.

HUMAN DEVELOPMENT

Judith S. Merlick
North Garland
High School
Garland, Tx.

Lana C. Mangold
North Texas State
University
Denton, Tx.

Concept: Stress and the Adolescent

Objectives: The student will be able to:
- define a personal concept of stress,
- identify stressful situations,
- recognize the role of stress as presented in various media and occupations.

Principle: The individual's stage of development affects his/her perception of personal stress and adjustment.

Class Activity:

1. Introduction: ask students to get out a clean sheet of paper and prepare for a *test.*

2. Give the following instructions to students:
   a) Define, on their sheet of paper, what stress means to them.
   b) List some words that are synonymous with stress.
   c) List some situations which would be especially stressful. Be specific, not general in listing stressful situations. (i.e., not school, but rather a situation at school, etc.)

3. After students have completed above instructions, begin discussion on stress:
   a) "Did you become nervous when you were told that this was a test? That was an example of stress. Most persons become nervous at the very word *test.* The purpose of this unit is to identify stress, to learn its causes, and to learn to cope with it."
   b) Compare students' definitions of stress. Have students look up definitions in dictionary, child psychology books, and other school resources. (Have these resources available in the classroom.) Compare these definitions of stress.
   c) Discuss words synonymous with stress which students had listed in 2b.
   d) Discuss situations listed in 2c which would be especially stressful.

4. Divide into 4 groups to work on group assignment. Each group will be given one of the following topics:
   a) List TV shows that have stressful plots or characters, and those that are "soft" or nonstressful in theme.
   b) List stressful popular songs, or those which pose a conflict in the lyrics or music. Name some performers who use stress or conflict in their concerts and songs. What are some less stressful, more soothing singers?
   c) List most stressful and least stressful jobs.
   d) List stresses or conflicts that are evident in TV commercials, advertisements, newspapers, and magazines.

5. After groups have completed assignments, return to large group and share lists. Compare and discuss lists as a class.

HUMAN DEVELOPMENT

Concept: "Our Picture Show": Physical Growth and Development of Children

Maggie Birdsong
North Mesquite
High School
Mesquite, Tx.

Objectives: The student will be able to:
- identify principles of physical growth and development for young children,
- describe play equipment that fosters physical and social growth in young children,
- recognize ways that family structure affects growth and development.

Principle: Each person's understanding of human growth and development is dependent on his/her own life experiences.

Class Activities:
1. To introduce the concepts of physical, social and emotional growth and development, students bring home movies of themselves as children. Two or three minute segments of each film are presented.
2. Analyze and discuss the film in terms of the age of the child; the child's reaction to clothes; the various forms of play and activities; the child's social involvement, manual skills, expression of fear, body proportions and overall expression of health and happiness.
3. Identify individual differences by comparing films.

Concept: Baby Foods.

Maggie Birdsong
North Mesquite
High School
Mesquite, Tx.

Objectives: The student will be able to:
- compare the advantages and disadvantages of breast versus bottle feeding,
- identify factors that affect the development of good eating habits during infancy,
- compare and contrast the benefits of home-prepared and commercially prepared baby foods.

Principle: Establishment of positive eating habits and attitudes toward food begin in infancy.

Class Activities:
1. Discuss the advantages and disadvantages of breast versus bottle feeding.
2. Students experiment with techniques for sterilizing bottles, and preparing and storing formulas.
3. Demonstrate preparing baby foods in a blender, microwave and food grinder emphasizing safety features in preparing, serving and storing baby foods.
4. Students brainstorm ways in which others can influence an infant's attitudes toward food and how a child develops likes or dislikes for certain foods. This list can be posted on the chalk board and discussed.
5. Students taste and analyze a variety of prepared baby foods and formulas in a tasting laboratory. Tip: If the infant formulas are almost frozen and served like ice cream, students find them more palatable.
6. The students then evaluate the advantages and disadvantages of home prepared versus commercially prepared baby foods.

HUMAN DEVELOPMENT

Concept: "Remembering": Developmental Stages

Janie Brazil
Jackie Weimer
Tanya Stroube
Plano Senior
High
Plano, Tx.

Objectives: The students will be able to:
- apply Erikson's theory of the Stages of Man to their own lives,
- observe their own developmental stages and increase self understanding.

Principle: Every personal experience contributes to an individual's development.

Class Activities:
1. Students collect pictures of themselves at various ages and assemble them in a notebook.

2. Students answer the following questions, then discuss their answers in small groups of three or four.
   a) Choose a picture from infancy and describe yourself and your environment during that time.
   I developed trust by ....
   I developed mistrust ....
   I saw the world as ....
   b) Choose a picture of yourself at 2 to 3. Describe how you began to develop independence or became your own person.
   I began to develop independence by ....
   I was trying to become a person when I ....
   c) Choose a picture at 4, 5, or 6 and describe how you spent a lot of your time.
   d) Choose a picture of yourself at 7 to 11. What was a major project of yours during this period?
   I was industrious about ....
   Work that was important to me was ....
   e) Choose a picture of yourself during adolescence. What were your main interests and how did they (or do they) contribute to the development of your identity?
   I am most interested in ....
   This interest contributes to my development by ....
   f) Choose your most recent picture and tell about the main things that are happening in your life? What are your plans for later?

QUESTIONS: What feelings did you have during this activity? What did you learn about yourself that you will be able to take with you?

The following is a poem written by a student after completing "Remembering".

Childhood Years

Come with me through childhood
and memories of the past
Those youthful times of love and hope
those years that pass so fast.

The first sweet years of holding one
and never letting go
And followed then, as they must
by years of "Don't touch!, No".

And as the years of "growing pains"
pass with times of doubt
The family's there to show they care
and help to work things out.

"It seems like only yesterday
when you were just a child."
At least that's what the ol' folks say
when you've been there quite a while.

Finally when looking back
it must be realized
that childhood is there to love,
remember and be prized.

D. Millman '81

This student skillfully taught us that we are here for a reason to be discovered by ourselves We are making a significant contribution to "good" in this world. Taking our clues fron students is working.

INTERIOR DESIGN

Nancy Manire Harris
Southwest High School
Fort Worth, Tx.

Concept: Designing for a client

Objective: The student will be able to:
- apply design principles by preparing a plan to meet the needs of a client,
- select furnishings and materials to meet the needs of a client.

Principle: The wants and needs of a client will influence the final interior design plan.

Class Activities:

1. After identifying their clients, students interview them to determine their needs, wants and budget limitations. Then they make an on-site inspection of the house and take measurements.
2. Students then prepare the following: a house plan drawn to scale with wall elevations; color scheme, sample boards with carpeting, wall coverings, fabrics and window treatments. Yardage and prices are computed and statements of quality and availability are provided for the client. Also suggestions for future furniture purchases are made.
3. Students could prepare a slide presentation of their clients' rooms before and after their design plans are implemented and evaluate the results in terms of design principles, and needs and wants of clients.

HOME MANAGEMENT

Betty Roether
Plano Senior High School
Plano, Tx.

Concept: Time Management

Objectives: Students will be able to:
- identify some effective techniques of time management,
- recognize factors which cause people to choose to use time as they do,
- realize the importance of goal setting to effective time management,
- describe the importance of priorities as they relate to time management,
- view their time as a valuable resource and communicate that value to others.

Principles:
- Effective time-use skills contribute to a feeling of control of one's self and certain aspects of one's environment.

Class Activities:

1. The week prior to the unit ask students to keep a journal or diary of how they spend their time each day. The entries should include a description of how the time was spent and the approximate amount of time involved. It is important to let students know how the journal or diary is to be used later and to ask periodically during the week how they are progressing.
2. Show the film: *The Time of Your Life*[1], based on the book, *How to Get Control of Your Time and Your Life*[2], by Alan Lakein. After viewing the film, summarize and discuss the major points of the film:
   A. List goals — set priorities:
   List long-term goals and goals for the next six months. After setting goals for six months determine daily goals that will ultimately lead to those future goals. Prioritize your goals using the ABC method.
   B. Make a daily "to do" list setting priorities to help you see if you are moving steadily toward your goals.
   C. Begin with the A priorities, not with C's.
   D. Always ask yourself, "What is the best use of my time right now?".
   E. If a job seems overwhelming use the "Swiss cheese technique," by poking holes in the task. Do something that makes you feel you are making some headway on the task.
3. Panel Discussion: Invite persons to participate who have a variety of time demands in their lives. Suggested questions:
   A. Do you feel for the most part that you control your time or that others control it for you?

B. At what times in your life were/are more demands made upon your time?
C. Is it easy or difficult for you to say "no" when someone wants some of your time?
D. Do you ever feel guilty when you say "no" to someone who wants or needs your time?
E. What factors motivate you to make time for what you choose to do?

4. Goals Activity: This activity will give students some experience in defining their goals, prioritizing them and developing some steps to meet their goals.
   A. Materials needed: paper, 3″ x 5″ index cards and pen or pencil for each student.
   B. Given five minutes, students are to write down as many goals as they can. Anything goes. They don't have to be achievable.
   C. Using the above list, students are given three minutes to study the list and mark off any goals they wish.
   D. Using the 3″ x 5″ index cards, students are to state each remaining goal as specifically as possible (i.e., a goal of happiness could specifically mean a well-paying job, a successful marriage, etc.).
   E. On each goal card, determine a time frame for each goal (i.e., six months, one year, five years).
   F. List the steps to be taken to reach the goal listed on each goal card.
   G. Prioritize the cards according to A, B, C.
   H. Encourage students to seek support for attaining their goals by sharing them with other students. They may also wish to place their "A" goals on a "goal-post" somewhere in the classroom. Another possibility is to suggest to students they place their "A" goal cards in a place where they would be viewed often (e.g., the bathroom mirror, the visor of their car).
5. Follow-up journal activity: The journal activity can be an opportunity for students to process for themselves some of the knowledge and information they gained during the time valuing/management unit.
   A. At the end of each day's entry students are to write an "I learned" statement about their time use.
   B. So that students may integrate what they have learned, have them respond in their journals to the following questions with regard to how they used their time.
      1. Did you leave some "fun" time, some time doing those things that bring you joy and delight? People can be like sieves—everything goes out and nothing stays in. The more you put into yourself the more you have to give.
      2. How much time each day was spent doing things you like to do? How much was spent on things you dislike? Doing those things you like to do is energizing instead of energy-draining.
      3. Did you try to do everything, or did you delegate those things for which you have neither the knowledge nor the interest?
      4. Did you say "yes" to any demand made on your time and then resent the person for asking? Did you say "no" and feel guilty? Did you respond freely and consciously "yes" or "no"? There are choices.
      5. Was most of your time spent doing what you chose to do or what others chose for you? You have two kinds of time: committed time, or that amount of time over which you have few choices, and discretionary time, or that time you can choose to use as you value.
      6. At the end of the week, had you accomplished those things which were most important to you? If not, how would you have used your time differently?
      7. How could you have used Lakein's A, B, C method of prioritizing to have accomplished your goals?
      8. Could you have used the "Swiss cheese technique" to complete a task that seemed too large for you?
      9. Can you identify the reasons you chose to spend your time as you did each day (e.g., habit, escapism)?

HOME MANAGEMENT

Anne M. Bell
Burges High School
El Paso, Tx.

Concept: Moving Day Meals

Objectives: The students will be able to:

- plan and evaluate moving day meals in terms of time, cost, and nutritive value,
- plan and prepare a nutritious moving day meal.

Principles: Moving day meal choices are affected by time, cost, and food preferences.

The type of food served and equipment used affects meal preparation and clean up time.

Class Activities:

1. Prior to "moving day" discuss with students options for eating on moving day. Factors which affect one's decision concerning meals on moving day are time, cost, food preferences and number of people who will be eating.
2. Students could plan several types of moving day meals (e.g., food from a take-out restaurant, food eaten at a restaurant, food requiring no cooking prepared at home, cooked food prepared at home, etc.)
3. Students could evaluate these meals in terms of cost, preparation and clean up time, nutrition, and food preferences.
4. Simulate moving day and have students plan and prepare one of their at-home moving day meals.

INTERPERSONAL RELATIONSHIPS

Ann M. Bell
Burges High School
El Paso, Tx.

Concept: Apartment-Mate Contracts

Objectives: The students will be able to:

- compare their concerns about sharing an apartment with those of other students,
- evaluate an apartment-mate contract.

Principle: Understanding and agreeing to living procedures prior to sharing an apartment can reduce conflict.

Class Activities:

1. Introduce students to the concept of apartment-mate contracts. Discuss reasons for contracts and points to be included in contracts.
2. Distribute and discuss an example of an apartment mate contract. What additions or deletions would they make? (see next page)
3. Have students select an apartment mate and develop an agreement they could live with. Students could compare their own agreements for similarities and differences.

APARTMENT MATE CONTRACT

1. The monthly rent of $270 plus the electric bill and the standard monthly phone bill will be split 4 ways. Each person will pay for her personal long distance calls.

2. Each person eats her own and pays for her own groceries. The kitchen cabinet space is very limited, so mass storage of food is not possible there. All kitchen cabinet space along with refrigerator and freezer space will be divided equally between the four of us. We have one *small* top freezer which, when divided by four, about equals the space of a small shoe box. When ice trays are considered, our freezer space is reduced even smaller. Any suggestions? Maybe we could rent a small floor freezer and split the price of the rental fee.

3. The cleanliness of the kitchen and living room is *all* our responsibilities. Each person rinses her own dishes *as soon as she* dirties them and stacks them in the dishwasher. With 3-4 women cooking their meals in the kitchen each day (Marsha is on the 5-day boarding plan), tempers could be riled if someone has, for example, only 30 minutes for lunch and all the dishes are on the range and in the sink with dried food in them. Whoever fills the dishwasher starts it.

4. Each person takes turns buying household necessities (cleaners, dishwashing detergents, etc.).

6. Use of electricity will be minimized.

7. As a system of checks and balances, one person will have the apartment in her name, another will have the electricity in her name, and a third will have the phone in her name.

______________________________ Jana J. Murphy

______________________________ Denise M. Weigelt

______________________________ Marsha A. Black

______________________________ Laurie G. Johnson

(Used by courtesy of the four above students from Texas A&M University. Laurie Johnson is a former Home Management student.

CONSUMER EDUCATION

L. Jean Coupe
Plano High School
Plano, Texas

Concept: Consumer Complaints

Objective: The students will be able to write an effective consumer complaint letter.

Principles: A well-written complaint letter is more likely to get a favorable response than a poorly written one.
Individuals who are confident in their letter writing skills are more likely to write consumer complaint letters.

Class Activities:

1. Contact the public relations department of local department store and arrange for a representative to speak on handling consumer purchase problems.
2. A week before the store representative's visit to the class, have students write a letter of consumer complaint to that store concerning three situations: (1) a defective stereo receiver, (2) a defective hair dryer, (3) a damaged garment discovered when the item was taken from the bag at home.
3. Submit the letters to the store representative several days before his/her scheduled talk, allowing time for critiquing. The letters can be used as examples of effective and ineffective letters of consumer complaint.

Teacher-Student Planning Can Work

Annetta Howard Bailey
Home Economics Teacher
Agua Dulce, Texas

"Teacher-student planning is alive and well in South Texas!"

If one were to ask whether students' input into their own learning is still a viable concept, this might be the response at Agua Dulce, a small high school near the Texas Gulf coast. Teacher-student planning has been a major part of the vocational home economics program for many years.

Initiating Teacher-Student Planning

An orientation into home economics subject matter helps to set the stage for ninth graders enrolling in Home Economics I. For about one week, the students are introduced to the department and its equipment, the various work and storage centers, and how each is related to what they may want to learn. They are encouraged to consider what home economics can contribute to their development as persons, family members, homemakers and employees. Students are asked to reflect on the kinds of knowledge, skills and attitudes which they will need in the future.

At this time, the units of study as presented in the publication, *Conceptual Framework for Homemaking Education in Texas*,[1] are introduced to the students. The sequence courses, Home Economics I, II and III, are composed of units in family living, home management and consumer education, child development, housing and home furnishings, food and nutrition, and clothing and textiles. A scope and sequence table in the *Conceptual Framework* recommends time allocations for the various units at each level of study.[2]

Providing for Student Input

Before the first week in class, many students had only a vague idea about what they would do in home economics. Perhaps some are sure that they will get to cook and eat a lot. Bulletin boards depicting consumer problems or child care pointers, and the teacher's enthusiasm for all the areas of home economics can broaden the students' perceptions. The students at first are unsure about what they are being asked to do. It is likely that they seldom have had a chance to say, "This is what I want to learn."

In order to give the students a framework upon which to build, we begin by listing the units of study which are grouped together for each semester in the *Conceptual Framework*. These are written on the chalkboard and the students make their first decision. That is, what shall be studied first and in what order? This flexibility may not be possible in every school where classroom and laboratory space must be shared with other teachers and classes. However, within certain limits, such as recognizing the effect certain school events or seasons may have on various units, the classes are allowed to determine the order in which the units will be studied.

Once the order of study for the six units is decided, the year's calendar is planned. Approximate time allocation is noted with beginning and ending dates for each unit. These are recorded, recognizing that circumstances may dictate changes during the year. Students are encouraged to consider the value that long-range planning may have in one's ability to achieve the things which are important in one's life.

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[1]*Conceptual Framework for Homemaking Education in Texas* (Lubbock, Home Economics Instructional Materials Center, Texas Tech University).

[2]*Ibid.*, p. 3.

Writing Student Learning Goals

The next step in the teacher-student planning process is writing student goals. To help the students, I give them a mimeographed sheet with space following each listed unit. I ask them to think about class discussions related to personal or family concerns. Each student is asked to write two goals s/he would like to achieve in each unit of study.

Once the students turn in their goal sheets, the teacher reads them aloud to the class. During this reading the students begin to recognize common interest themes within each unit. Next, the teacher edits and compiles the goals into the form of student learning objectives. They incorporate what the students have said they want to learn in objective statement form. Finally, the student learning objectives for each unit and the time sequences are typed and duplicated for students to keep in their notebooks throughout the year.

Using the Teacher-Student Plans

Now that the students have both a framework and objectives to follow for their learning, the year's first unit of study is begun. Here again, time may be spent in teacher-student planning—in this case, to set up a block plan to achieve the goals. Of course the teacher is the expert and will guide the planning. But it is quite possible even for ninth graders to help decide whether they will need one week or two to carry out a plan for a pre-school play laboratory. Again, the chalkboard may be used, blocked like a giant calendar, marked for Monday through Friday and a small date in the corner of each block. Students can see how school holidays and six weeks test schedules affect the time they will have for carrying out various activities that extend over several days.

A large nine-week calendar grid made of butcher paper covered with contact plastic may also be used. Wax pencils are used to write in the plans. This technique allows us to have a visual record of our plans, but one that can be altered when the inevitable happens and students are taken out of class for one reason or another.

Advantages of Teacher-Student Planning

Perhaps the first and most important advantage of teacher-student planning is that students develop a sense of ownership. Since they are involved in the decision-making process and have a personal stake in the outcomes, they recognize that their ideas are important and valued. As one second-year student recently remarked, "It really makes me feel good to have a part in the planning. I know where we are going."

Another advantage is that students become accustomed to the idea of goal-setting and working toward their achievement. There also is a carryover from the previous year's experience, and subsequent planning sessions move quickly. By the third day of a new school year, student goals and class calendars are ready to duplicate.

It would be a mistake to expect that all the goals students set are possible to achieve within the time available. This is pointed out at the beginning of each unit. However, the point is made that unless one reaches farther than one is able to grasp, one is unlikely ever to achieve at his/her maximum. If time will not permit following through on all goals, two alternatives are suggested. First, students are encouraged to work on the goals in home or extended learning experiences. Second, in a decision-making session, choices are made among the goals.

Conclusion

It is the teacher's responsibility to incorporate the basic concepts of home economics into the curriculum using student goals as a guide. At intervals it is useful to refer students to their goal sheets to note the progress being made and to see what needs to be done next. Asking students how they feel about their progress helps them to see that they have indeed moved in a positive way toward their own objectives.

Yes, teacher-student planning is a viable concept. It is the teacher's interest and enthusiasm for making it work that gives it life.

BACK ISSUES OF ILLINOIS TEACHER . . . YOU MAY HAVE MISSED

These selected back issues are available at $2.50 each. Please indicate in the blanks the number of issues desired. Letters in parentheses refer to subjects contained in each issue. Letters in italics refer to major topic in the issue.

KEY:

(a) nutrition education
(b) consumer education
(c) teaching special needs learners
(d) slow readers
(e) career education in home economics
(f) textiles and clothing
(g) child and family
(h) housing and home management
(i) individualizing instruction
(j) energy and resource management
(k) changing human roles
(l) metrics
(m) home economics in other countries
(n) indexes
(o) teaching aids and techniques
(p) curriculum development

Volume XIX, 1975/76 The Quality of Life and Home Economics

___No. 1 Quality of Life and Home Economics: Implications for Curriculum (h,*j*,l,p)
___No. 2 Quality of Life for Home Economics Teachers (b,c,j,k,l)
___No. 3 The Teaching of Family Relationships and the Quality of Life (*g*,j,m,n)
___No. 4 Nutrition Lifestyles and Quality of Life (*a*,j,m,o)
___No. 5 Consumer Education and The Quality of Life (a,*b*,j,n)

Volume XX, 1976/77 Futurism and Home Economics

___No. 1 Perspectives on Our Habitat (h,*j*)
___No. 2 Foundations for the Future (e,g,h,f)
___No. 3 Futurism and Nutrition Education (*a*,l,o)
___No. 4 Sex Roles and Home Economics (*e*,k,m)
___No. 5 Towards Home Economics for All (g,j,*k*,n)

Volume XXI, 1977/78
Current Concerns in Home Economics Education

___No. 1 Current Concerns of the Secondary Teacher (g,h,k,l,m)
___No. 2 Expanding Our Scope of Service (b,c,*e*,g,k)
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___No. 5 Current Concerns in Consumer Education (*b*,n,p)

Volume XXII, 1978/79
A New Look at the Basics: Leadership Through Home Economics

___No. 1 A New Look at the Teaching of Foods (*a*,d,i,k,o)
___No. 2 Human Development and Relationships as Basics (*g*,k,o,p)
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___No. 4 Some Basics Via Future Homemakers of America and HERO Chapters
___No. 5 Work as One of the Basics (b,*e*,g,m,n,o)

Volume XXIII, 1979/80 Redefinitions and Revaluations

___No. 1 Redefining Basics and Social Problems (c,e,g,h,j,k,o)
___No. 2 Redefining Challenges and Revaluating Actions (b,c,g,j,p)
___No. 3 Redefining Home Economics and Revaluating Nutrition Education (*a*,b,f,i,j,p,o)
___No. 4 Signs of the Future (a,b,c,e,g,i)
___No. 5 Redefining Human Relationships (b,e,*g*,h,k,n)

Volume XXIV, 1980/81 Visions and Decisions for the '80s

___No. 1 Consumer Education for the Decade Ahead (*b*,h,o)
___No. 2 The Education and Rehabilitation of Handicapped Persons (a,*c*,e,f,h,p)
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Volume XXV, No. 4
March/April 1982

Our Silver Jubilee

ILLINOIS TEACHER
OF HOME ECONOMICS

A Look Back to Plan Ahead

What Do The 80s Require?

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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Foreword

What do the 80s require of us? Is it:

- Understanding of changing families? See the articles in this issue by Johnson of the U.S. Bureau of the Census and by Boyd and Butler concerning work and families.
- Recognition of new demographics? See the articles on the aging population by Hoover and by Schmall and Staton.
- Awareness of the "computer age"? See the article by Bailey. Or the effect of television? See the article by Wheeler.
- Understanding of our changing environment and our need to adjust to it? See the interior design article by Flannery.
- Recognition that we are a part of home economics around the world? See the summary article by Murray and Clark and the one by Fults on a visit to Qatar.
- Awareness of what we have been teaching in high school home economics for the past 25 years and whether changes are needed? See the article by Hughes.

What else do you think the 80s will require? Send us your ideas! We hope you'll find this issue stimulating.

I hope that in 1982 you are being able to turn failure into success and problems into learning experiences for yourself and others.

—HTS

CORRECTION

In Volume XXV, No. 3, one of the authors for two articles were inadvertently omitted. The correct notations are:

"Workshop for Teachers of Occupational Programs: A Model for Teacher Educators," by Camille G. Bell, Sue Couch, *and Ruth W. Volz.* Dr. Volz is Assistant Professor, Home Economics Education, Texas Technical University.

"Preparing Students to Teach Young Children, Adults and Special Needs Groups Through Preservice Education," by Carol Akkerman Sain *and Judith Hetherly.* Ms. Hetherly is Chief Consultant, Homemaking Education, Texas Education Agency, Austin, Texas.

Illinois Teacher's Silver Jubilee Conference April 18-21, 1982

"Interrelationships Between Work Life and Family Life"

will include as speakers some top home economists, a lawyer, a sociologist, an economist, a political scientist, an investment counselor, a full-time homemaker, and others.

We can still invite a few more participants. If you would like to attend, give us a call.

Proceedings will be available, Fall 1982, from the Illinois Teacher office.

25 Years of High School Home Economics and a Look Ahead

Ruth Pierce Hughes
Head
Home Economics Education
Iowa State University

1957. Half of you teachers who read this now were pre-schoolers or in early elementary grades. Those of you now students in teacher education programs were not yet born. Less than 10% of you were teaching then. I was among you as a teacher in a comprehensive high school in a community where the main business was farming although a substantial number of men and women worked in nearby light industry.

The vocational homemaking program was popular, with elective courses just beginning to replace portions of the comprehensive sequence. We had classes for adults, home visits were routine, the home economics teacher—often with the vo-ag teacher—was an active participant in a variety of community organizations, and when the FHA met, members could barely find a place to sit. In order to serve large classes in crowded facilities, I had helpers, skilled women who would now be called "teacher aides." The value of the home economics program was never questioned.

The economy was relatively stable, so stable in fact, that 1957 is used as a base year. The scarcities and dislocations of World War II were over, the Korean "conflict" was resolved. Curriculum guides written in the early 1950s called attention to the record breaking number of marriages and births, to the housing shortage that resulted from both the large numbers of new families and the backlog of the war years. Guides also defined a "normal family" as husband, wife and children, consistently referred to students in classes as "girls," but used "his" or "he" in general statements relating to people. One guide stated (as a generalization) that a highly equalitarian wife and a traditional husband is the most dangerous marital role combination in America. The most popular food guide was the "Basic Seven," drugs were medicines we taught about in home care of the sick, and we knew we had a responsibility to help our young women students recognize their need to learn an occupational skill.

At the time, we described ourselves as being in a period of technological and social change. Curriculum guides of the late 50s cited a shift from development of skills to concern for values and attitudes, a decrease in home production of goods and services, increased use of credit, and employment of more than one family member.

The years since have borne out those predictions and admonitions. Their only error was an error of magnitude. Sputnik was launched, and as we were propelled into the Space Age, we also entered a period of unrest unprecedented in a time of peace.

To chronicle changes in the content of secondary home economics programs during the last 25 years, one begins with the changes that followed Sputnik. Subsequent changes were less precipitous, more in the form of evolution than revolution. Vocational home economics programs have changed in the subject matter included, in the arrangement and structure of the programs, in the audiences served, and in the educational strategies suggested.

The following sections include the legislation that affected content of programs, reports of national surveys, analyses of curriculum guides, and a discussion of program components. Finally, we take a look at where we may be headed.

LEGISLATIVE MANDATES

In 1958, the U.S. Office of Education described vocational education in home economics as the kind that "provides instruction which will enable families to improve the quality of their family life through the more effective development and utilization of human and material resources." If one defines families broadly, the description could fit the 1980s.

Such a definition leaves flexible the interpretation of appropriate content of a curriculum and permits choice of audiences to be served. Materials for teachers in the 50s as well as in earlier years reflected a broad curriculum. Any specifics that were mandated even as

far back as 1917 identified activities that could be reimbursed with federal monies and to whom the reimbursements could be made.

Through the years from 1917 to 1963 the legislative mandates were directed toward amount of appropriated money, urban-rural allocations, and uses of money for additional purposes and occupations. Support for home economics was evident, but the legislation did not, in itself, change the content of secondary home economics programs.

It was the Vocational Education Act of 1963 that officially changed the content of our programs. The legislation permitted the use of funds for education for occupations using the knowledge and skills of home economics. This aspect of home economics was called "gainful"; the traditional dimension was referred to as "useful" employment in the home. Except for those words, the content of the home economics programs was not specified.

The field responded to the legislation by developing occupational courses that were quite separate and distinct. Although both "useful" and "gainful" programs were eligible for funding, the "useful," traditional programs were threatened. Part of the threat came from the emphasis on employment preparation in the 1963 Act, another part came from the loss, with other services, of categorical funding.

When categorical funding for home economics was restored in the Vocational Education Amendments of 1968, the division between the two dimensions of home economics became deeper. Now a separate category, "useful" home economics became "Consumer and Homemaking Education" and "gainful" was supported in the basic grant. The latter did not have mandates on content as did the consumer and homemaking program, which mandate required that attention be given to social conditions and to the dual role of homemaker and wage earner as well as the role of homemaker. In addition, there was a specific requirement for consumer education programs.

Appropriate to the content of home economics are the Education Amendments of 1976. The 1968 amendments were directive in a few respects but the 1976 amendments were prescriptive. We are operating under them at present and, as did legislation in 1963 and 1968, they have precipitated curriculum revision. In part, the description of consumer and homemaking education reads

> The Commissioner makes grants to the states "to assist them in conducting consumer and homemaking education programs . . . at all educational levels . . . for the occupation of homemaking . . . including . . . consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home management (including resource management) and clothing textiles . . . for combining the roles of homemakers and wage earners (P.L. 94-482, p. 2196).

NATIONAL CURRICULUM EFFORTS

During the late 1950s and early 1960s, strong leadership for vocational home economics was provided by the Home Economics Branch of the Division of Vocational Education, U.S. Office of Education. As did leaders in all other subject areas in the late 1950s, they examined curricula and made recommendations for changes. To examine the home economics curriculum and its contributions to lives of pupils, a national survey was conducted in 1959. The project, directed by Beulah I. Coon and reported in 1962, was one of two bases for a series of curriculum efforts. The other basis was the identification of fundamental content of secondary home economics programs, an outgrowth of the movement for organizing the knowledge and structure of the field of home economics.

The several curriculum efforts of the U.S. office resulted in the publication, *Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development.* The 1967 publication influenced programs as it was being developed, and influences programs today. The content was the basis for *Competencies for Home Economics Teachers,* a 1978 publication which specifies home economics content needed by teachers. The competencies reflect shifts in emphasis within areas, an updating of content, inclusion of occupational home economics, and wording that reflects the popularity of competencies. But the earlier work remains the definitive work. This is important, because both the 1967 and the 1978 works were integral to the most recent study of the content of secondary vocational consumer and homemaking programs, the "Census Study" (Hughes, Rougvie and Woods, 1980), described in some detail in the May/June 1981 issue of *Illinois Teacher.*

Traditionally, the U.S. Office of Education had dealt with basic content, and in so doing had involved home economics educators across the country. The efforts cited above represent major efforts of the last 25 years. But following the 1963 and 1968 legislation, the office took leadership in providing curriculum materials for the dual role, consumer education, and occupational home economics.

NATIONAL SURVEYS: 1959 AND 1979

The Coon study (1961) indicated time spent on the different areas of home economics during the 1958/59 school year; the Census study (Hughes, et al., 1980) indicated topics taught during the 1978/79 school year. The data do not permit direct comparisons but summaries show changes over the 20-year period.

The table which follows includes selected data from the two studies. For example, in 1959, 28% of the time in vocational home economics was spent on food and nutrition. A

Table 1. Comparison of Content of High School Home Economics from 1959[1] and 1979[2] Surveys

Subject	Percent of Time Spent, 1959	Percent of Schools Including Topics, 1979
Foods and Nutrition	Overall —28 grade 9 —31 grade 12—21	
Selected Topics		
Preparation	12	98
Nutrition	4	99
Preservation	3	91
Meal management	3	95
Food budgets	2	93
Clothing and Textiles	Overall —32 grade 9 —35 grade 12—23	
Selected Topics		
Construction	19	98
Care of clothing	2	95
Grooming	2	96
Wardrobe planning	2	89
Textiles	—	92
Selection/Purchase	2	97
Family Relations	Overall — 9 grade 9 — 9 grade 12—16	
Selected Topics		
Marriage relationships	2	87
Personal development	2	89
Family relationships	2	88
Child Development/Parenting	Overall — 7 grade 9 — 4 grade 12—12	
Selected Topics		
Consumer buying	2	94
Consumer protection	—	89
Decision making	1	94
Management finances	2	89
Management energy and time	1	87
Housing	Overall —12 grade 9 — 8 grade 12—14	
Selected Topics		
Care of home	2	84
Selection of home	2	78
Renovation	1	58
Community problems	—	57
Selection of furnishings	2	84

[1]Beulah Coon, Home Economics in the Public Secondary Schools—A Report of a National Study, Washington, D.C.: U.S. Department of Health, Education and Welfare, 1962.

[2]Ruth P. Hughes, Barbara Rougvie, and Barbara Woods, The National Census Study of Secondary Vocational Consumer and Homemaking Programs, Iowa State University Research Foundation, Inc., 1981.

review of selected topics shows 12% in preparation and 4% in nutrition. In 1979 we do not know percent of time spent, but we know that 98% included food preparation and 99% included nutrition. In clothing and textiles, less than 1% of the time was spent on textiles in 1959 but in 1979, 92% of the schools included the topic.

The data for 1979 show that food and nutrition and clothing and textiles continue to be important components of secondary programs, but the content is more comprehensive in 1979 than it was in 1959. Whereas the clothing area received more attention in 1959, the foods area had somewhat more emphasis in 1979. The area of human development and the family has increased in importance in secondary programs. In fact, when one combines family relations and child development they surpass both foods and clothing. Further, the 1979 survey shows a greater depth and breadth, especially in areas related to responsibilities of and for parenthood and issues affecting individuals and families.

Consumer education has increased in scope, including time spent on concerns of consumers. Nevertheless, because of the less than complete coverage of important topics, the area needs greater emphasis. As for management and housing, the 1979 data suggest that the two areas may have received less attention than in 1959. The problem is even more serious when one recognizes the overlap with consumer education.

REVIEW OF STATE CURRICULUM GUIDES

Curriculum guides also provide information on home economics programs. For this review, guides were provided from state departments of education files by Kathryn Kilroy of Arizona, Gladys Grabe of Iowa, Audrey Carr of Kentucky, and Betty Brown of New York. Hazel Spitze provided guides from files at the University of Illinois. In addition, recent guides were reviewed. Because the guides are excerpts from states' materials and because there is no intent to compare one state with another, content cited is identified with the year, not the state.

The review of the guides included a search for content especially for 1959 and 1979, the years of the national surveys. But guides were useful beyond content, providing suggestions for teaching strategies, for home and community experiences, and for FHA activities.

Orientation of the Guides

The earlier guides emphasized the "happy" and the "satisfying." Writers assumed that everyone would marry and have children, although they recognized "broken" families and other "non-normal" groups.

By the mid and late 60s, "satisfaction" was found occasionally, but more in relation to responsibilities or relationships. "Happy" had given way to ideas such as values, impacts and the worth of individuals. In the most recent guides, expressions have become more concrete: parenting decisions, rights of parents, economic factors.

In the 1950s, some guides referred to students as girls. Yet in one 1955 guide, the terms were either "boys and girls" or "pupils," and remained thus through the years in that state. This has changed markedly in those states where students were "girls"; interestingly, it changed in the mid 60s, well before legislative mandates. But until the mandates, selected courses were for one sex only; for example, "bachelor living" courses for boys.

Consistently, guides from the early 50s to the present describe the societal context in which the materials are to be used. In the 50s women were no longer working in war-related industries, but they were entering the labor force in increasing numbers. The content and activities built on such information, often suggesting that a situation, like the employment of homemakers, be studied as a class activity.

Guides were developed by varying combinations of teachers, state supervisors, specialists in the area or areas of the guide, and teacher educators. Authors often noted that they had reviewed guides from other states, and thus similarities were expected. Content of guides was determined from research, from teachers' experience, from study of occupations, and from recent legislative as well as societal changes. Examples would be updating of nutrition and food preparation information, teachers' requests for assistance with content oriented to males as well as females, and the immediate need for guides for occupational courses after the 1963 Act.

Some guides were and are oriented to one subject area, such as human development or

fast food services, offering suggestions for topics to be taught at different age or grade levels. Other guides were oriented to a comprehensive course or courses, and provided suggestions for a variety of areas. All through the 50s and early 60s, the suggestions were presented in outline form as a scope and sequence chart. Recent guides include suggestions for age level, but there are fewer such charts. In fact, there appears to be a diminution of attention to the concepts of scope and sequence.

Content

The guides were reviewed for information on content that might elaborate apparent differences suggested by the 1959 survey (Coon, 1962) and the 1979 survey (Hughes, et al., 1980). Although time allocations were of special interest, little information was available. Scope of content within the areas was checked; the information in Table 2 summarizes briefly some of the changes from the 1950 guides to the most recent guides available, 1978-80.

Table 2. Comparison of Content of High School Home Economics, from State Curriculum Guides, 1950s and 1978-80

Subject	1950s	1978-80
Food and Nutrition		
Emphases	Comprehensive Sequenced Provision for adaptation to local conditions	Comprehensive Nutrition-attention to fad diets, athletes Meals adapted to working families Less sequence Food service occupations Preparation for occupations
Time	25-30% in comprehensive courses	Semester courses increased
Clothing and Textiles		
Emphases	Comprehensive Sequenced	Comprehensive Less construction Occupations in clothing and textile areas Preparation for occupations
Time	Varied from 20% to teacher choice	Semester courses increased
Family Relations		
Emphases	Family oriented - marriage and parenthood assumed	Family important, but attention to problems faced by today's youth Marriage and parenthood by choice Community services Occupations in services to families
Topics	Wholesome attitudes toward sex Selection of a mate Love vs. infatuation Assume childbearing	Human sexuality Varying life styles Communication Alternatives to pregnancy
Child Development		
Emphases	Physical care of children Study of children as means to study of self	Education for parenthood Preparation for work in child care occupations
Topics	Guidance and discipline Physical development Experiences encouraged	Reproduction Prenatal care Social conditions Cognitive development
Consumer Education and Management		
Emphases	Management in relation to — — — Buymanship	Consumer education as separate topic or course Economic environment Occupations in management and care of homes and institutions
Housing		
Emphases	Management of the home Single family dwellings as the norm	Variety of lifestyles Energy considerations Housing alternatives Preparation for occupations in housing and furnishings

The most significant change has been the addition of courses designed to prepare students for home economics occupations. There is also emphasis on careers, both non-professional and professional, but the earlier guides also included career information.

The review of state guides is supportive of conclusions based on the 1959 and 1979 national surveys. Human development and the family increased in importance and in comprehensiveness of coverage. Content has always been oriented to concerns of students, but today's approaches in human development reflect not only its increased importance but an honest, straightforward treatment. The decreased attention to housing and management is real, even though housing guides include today's concerns. The continuing importance of food and nutrition and textiles and clothing is evident, in preparation for paid occupations as well as for the work of the home. But the place of consumer education is not clear. It receives more attention by *name* in the new guides, but many of us who have followed programs through the years believe it does not yet have the desired rigor.

VOCATIONAL COMPONENTS

Reviews of curriculum guides and cursory attention to workshops and seminars for home economics teachers identify the subject matter content of vocational home economics as comprehensive. Attention of state planners and of state and national legislators is directed toward topics and units included in our programs. Unfortunately, at present less attention is directed toward what we might call the "vocational components." The Future Homemakers of America, contacts with families of students and with the community have been components of successful programs. A review over the years is appropriate.

Future Homemakers of America[1]

The earliest curriculum guides of this 25-year period included frequent references to activities which FHA might undertake to enhance work of the classroom or home. As preparation for home economics occupations became an important part of the vocational program, HERO (Home Economics Related Occupations) groups were added. But inclusion of FHA activities in curriculum guides is only one indication of its importance. From its founding in 1945, FHA has been an integral part of a vocational home economics program.

FHA has a long history of promoting chapter activities as an integral part of the home economics curriculum, but it did not operate officially as part of the classroom until the late 60s or early 70s. Soon after this thrust, HERO chapters were established, and they paved the way for integration of chapter and classroom by the example they set. Gradually FHA chapters are moving from an extracurricular approach to an in-class structure. To some extent, a decline in membership has forced examination of in-class or other chapter options.

Membership currently is nearly 400,000. During the first 20 years FHA grew from 92,000 to 607,000 in 1965 when it merged with New Homemakers of America. Even prior to the merger FHA was the largest vocational student organization, and it maintained that status until just recently. Leaders attribute the decline to the decreased importance of organizations in our society, the transportation problems as a result of consolidation of schools, shifts in advisers' attitudes, reduced support for state leadership, and a tendency for students to affiliate at the local level but not pay state and national dues.

Given the steady increase in enrollment in home economics courses, the decline in FHA membership is worrisome. The wisdom of teachers experienced in FHA is supported by research studies which point to the importance of youth groups in vocational education. So, too, do they support home and community activities, another of the vocational components which appears to be diminishing.

Home and Community Experiences

From earliest to most recent curriculum guides, home and community experiences have been suggested for carrying out various learnings in vocational home economics

[1]Mildred Reel and Marilyn Osborne, National Office of the Future Homemakers of America, contributed to this section. The author acknowledges their help with appreciation.

classes. Guides from the early 40s as well as the 50s routinely included suggestions for learnings beyond the classroom. More emphasis seems to have been on activities to carry out at home than on activities in the community, perhaps because of the "home project" requirement of those days.

Activities for home were usually application of knowledge and skills learned in class: planning and preparation of meals for the family, refurbishing a room, caring for a young child or an elderly relative, budgeting one's money. As study of family and child increased in depth and breadth, suggested home activities began to include surveys, interviews or observations which required analysis of ideas and determination of values. Often these were to be the basis for a class report or discussion (with ample safeguards for protection of the family's privacy).

Community experiences were at times a part of home experiences and at other times an activity apart from the home. They may have taken place in the school; for example, a class might provide child care services during a PTA meeting. Such activities got parents into the home economics room, along with important, informal contacts among students, teachers, and parents. Other activities followed a pattern similar to that of home experiences. That is, in the 50s, and earlier, suggestions for community activities were oriented to provision of materials or services but throughout the 70s began to include substantive issues about families and, of course, occupational experiences related to job preparation or career exploration.

Classes, individuals, and FHA chapters have worked with social service agencies, government agencies, financial institutions and legislators in their studies. In contrast to observation in the earlier years, they have considered environmental issues with local governing bodies, have discussed such concerns as child abuse and divorce with clergy, judges, and lawyers. Some have taken active roles in drafting or supporting related legislation in areas that affect them directly.

Another dimension enhanced by community contacts is employability. Whether or not the class itself is occupational, such contacts expand knowledge of the world of work. In occupational classes, the required work experience necessitates working with business and industry to plan and carry out the experiences of students and to relate employers' needs to classroom content.

In recent years, home economics teachers have included dimensions of entrepreneurship in their classes. By its nature and its newness, this has increased sharply the contacts between class and community. In one state a unit on exploration of entrepreneurship as a career option was tested for effectiveness in an educational experiment. Findings (1) supported inclusion of the unit in either consumer and homemaking or occupational classes, (2) expanded the image of the home economics program, and (3) elicited favorable comments from the local business community.[2]

Such experiences for students can enhance their understanding and skill not only in their work role but in their citizen role. Working with community leaders in one area—for example, small business ownership—makes easier their later contacts with leaders on other issues, whether employment-related or family-related. In these respects, two recent studies provide data in support of community experience.

Preliminary data from a national study of job placement of former secondary vocational education students[3] document the significance of the involvement of business and industry in vocational education programs. Of particular importance here are the findings that suggest teachers maintain regular contacts with employers, that they know how to do this, and that they use these contacts not only for job placement but for curriculum review. The study also emphasizes the importance of youth organizations to vocational programs, suggesting that teachers be prepared and expected to carry out this important dimension.

Advisory Committees

The national study also documents the value of advisory committees, the traditional link between the program and the homes and communities in which they are located.

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[2]Alyce Fanslow, Entrepreneurial Opportunities in Home Economics for Rural Areas, Department of Home Economics Education, Iowa Agricultural and Home Economics Experiment Station, Project No. 2318, 1977-80.

[3]Floyd McKinney et al., Factors Relating to Job Placement of Former Secondary Vocational Education Students, National Center for Research in Vocational Education, Preliminary Report, Columbus, Ohio, 1981.

Community members work with teachers in studying needs and their curriculum implications, they are interpreters to the community of the home economics program, and they may serve a liaison role with community agencies and with business and industry. In some school systems, there is a general advisory committee which serves all vocational areas; in others, a different committee serves each vocational area; in still others there are both. Home economics programs can be well served by any of the systems, but given the importance of community contacts, a separate committee seems advisable.

A SUMMARY AND A PROJECTION

Since 1957, changes in the content of secondary home economics programs are evident and important, but they are not revolutionary. Until recently, they were the result of societal conditions to which program planners responded. Within the last few years that seems to be changing to more activism and less reaction. Projecting from what appears to be happening in the early 80s to the end of the 80s or beyond may be fantasy, but from reviews of available materials, we know that the subject matter in home economics courses is more comprehensive; it has both greater depth and greater breadth. Evidence is compelling in the whole area of human development and the family, where content reflects not only the depth provided by research through the years but the breadth which reflects teachers' attention to people throughout the life cycle and, especially, to immediate concerns of students in classrooms. Our consumption-oriented society necessitated increased attention to the consumer, and content reflects this. Interest and emphasis on food and nutrition have continued, although more attention is given to problems of feeding families and individuals with less preparation time available than in the 50s. Less attention appears to be given to housing and management in the total program.

The biggest change was the addition of occupational courses. The legislation was such that these had to be separated from the traditional, but experience previous to the legislation, some data, and conventional wisdom suggest that a complete separation was neither necessary nor desirable. Much of the knowledge, many of the skills, the work experience in the community, and aspects of employability could have been assimilated into the existing structure.

Community experiences, youth organizations, and advisory committees appear to have become less important over the years. Although perhaps a reflection of the broader society, this change is inconsistent with practices we know to be associated with successful programs. Perhaps we need to seek different methods and activities, as FHA is already doing. These dimensions are effective means of outreach which can be related directly to classroom activities.

Suggestions for outreach, for bringing occupational components into consumer and homemaking classes, and for increasing availability of basic knowledge to more students are recent and promising changes. There are other program dimensions which warrant attention. The following suggestions, in no particular order, are presented for consideration.

1. Might we focus on the integrative aspects of home economics, and thereby assure a better "coverage" for the one semester or one year student? Some states offer a popular, comprehensive course; others are taking a problem centered approach. Current efforts suggest revisions of content and approaches for the 80s.
2. Educational leaders point to the need for helping students analyze, to think critically. Could we design our courses to provide greater emphasis on these skills? It would reduce the number of "topics covered" but could make more meaningful those which remain: the most important knowledge and skills.
3. Is it not time to bring closer together the consumer and homemaking and the occupational? It is no surprise to us who were teaching in the 40s and 50s that research shows more commonalities than differences between the two. Can we not have a common core which branches in upper grades? How long must we continue to explain and support two directions for vocational home economics?
4. Are there not new outlets for employment of our graduates? Entrepreneurship is one, but are there new combinations of skills for opportunities that provide good pay? Are there combinations of home economics with health? agriculture? industrial arts? business?

5. If we were to re-design the vocational components, might we have greater success in community activities, employment in new occupations, and—perhaps most important of all—strengthening family and school ties? Might these include increased attention to low income groups? To others with special needs?
6. If we are to change the direction of vocational home economics, it will be necessary to initiate and support legislation that will encourage change. Some changes require only new curriculum guides and instruction in their use, but others will require a basic change in program and funding patterns. States are reviewing programs prior to new legislation. Is now the time?

Changes will not be accomplished without leadership which provides both direction and resources. Home economics is fortunate in having a network that facilitates communication of activities and dissemination of materials. But I think we need something else, something that provides for the field the direction and cohesiveness that gave us *Concepts and Generalizations.* As reflected in present materials, high school home economics does not consistently include the content and program components recommended. Is there not a way to meld the present successful curriculum efforts, what we know about how people learn, the experience of our best teachers, the leadership of our state and national supervisors, and the skills of our teacher educators? High school programs are our front line. They deserve our best efforts to serve as their supply line.

EMERGING ADMINISTRATORS WORKSHOP

to be in Knoxville, August 1982

in Conjunction with the Energy World's Fair

A Workshop for Emerging Administrators in Home Economics will be held August 15-20, 1982, at The University of Tennessee in Knoxville. The Workshop is sponsored by the Association of Administrators of Home Economics (AAHE), the National Council of Administrators of Home Economics (NCAHE) and the Agency Member Unit of the American Home Economics Association.

Aimed at those with no administrative experience, the six-day event is designed to help professionals interested in department or unit headships, Extension Associate State or State Leader roles and assistant deanships. The ideal participant will be someone with or close to having a doctorate, with three to five years of professional experience, and with at least the beginnings of academic credentials.

A special plus of the week will be a chance to visit the World's Fair which is a five-minute walk from campus.

The deadline for applications (nominations should be submitted as soon as possible) is April 1, and they should be sent to: Nancy Belck, Dean, College of Home Economics, The University of Tennessee, Knoxville, Tennessee 37996. After applications have been screened down to no more than 60, acceptances will be mailed out no later than May 1.

Fees are nominal because of a $10,500 grant from AAHE. Registration will be $75, with campus lodging ranging from $8 to $10 per day, a dormitory meal plan will be available for $14.

1980 Census Findings of Importance for Family Life Education

Charles E. Johnson, Jr.
Demographic Programs Advisor
U.S. Bureau of the Census

The American family has been undergoing major changes in the recent past, and both students and teachers of family life education need to be aware of these changes in our society. A ready source of accurate and timely information about these changes is provided by the studies of the U.S. Bureau of the Census. This information is available for the Nation as a whole from the Census Bureau's current population surveys, and for states and local areas from the 1980 census of population. The following Census Bureau information is used to examine the changing structure of the American family.

An examination of the changing living arrangements of the American people is necessary in order to fully understand the recent changes in the American family. People live in two types of households—family households, when related persons live together, and nonfamily households, when people live alone or with nonrelatives. About three-fourths of the Nation's households are family households, but nonfamily households, most of which are one-person households, are growing at a more rapid rate. During the 1970's, households consisting of persons living alone had the largest numerical increase (7 million) of any specific type of family or nonfamily household.

However, husband and wife households, which comprise 60 percent of total households and 80 percent of family households, are still the predominant type. And the average family could be described as a "middle-aged married couple living in the suburbs with one or more children living at home." This description is true now and it was also true back in 1970. However, even though much has remained the same, there has been a considerable change in the prevalence of various types of families and their characteristics during the 1970's.

One-parent families now constitute twice as large a proportion of all parent-child families than they did in 1970, about 20 percent.

For example, there were about 1 million fewer households containing a married couple with children in 1980 than in 1970. This was the only type of household which had a numerical decline during the decade. This decline occurred as more young married couples chose to postpone having children and as the baby-boom children matured and left home leaving many older couples with no children at home. Additionally, some married couples with children became divorced or widowed, which also led to a decline in the number of households containing a married couple with children and an increase in the number of one-parent households.

The growing number of one-parent families accounts for all of the increase in the number of families with a child at home, since the number of two-parent families actually decreased. As a result of this substantial increase, one-parent families now constitute twice as large a proportion of all parent-child families than they did in 1970, about 20 percent.

Contrary to some speculation, there has not been a disproportionately large upsurge in one-parent families maintained by fathers as compared with those maintained by mothers. Although the number of families maintained by the father alone has increased, it is still a very small proportion of all families with children.

Divorce and premarital births have played a major role in the creation of one-parent families. About four out of every ten of the one-parent families in 1980 were maintained by divorced women, as compared with three of ten in 1970. The proportion maintained by never-married women also increased while the proportion maintained by widowed mothers has been declining.

Most one-parent families are maintained by a woman with no husband present. These families, which are growing quite rapidly, increased by 55 percent between 1970 and 1980, the highest rate of growth for any family type. At the same time, the number of families maintained by married couples grew by only 8 percent.

Families maintained by a woman with no husband present increased by 55 percent between 1970 and 1980.

Several factors contributed to the growth in the number of families maintained by women. Among these factors were an increase in childbearing outside marriage; the dissolution of families through separation, divorce, and widowhood; an increasing inclination and ability to establish and maintain independent families rather than live with

parents or other relatives; and a disproportionately large number of young adults in the population.

Of all the factors leading to this substantial growth in families maintained by women, divorce appears to be the major one, as the number of divorced women maintaining families doubled in the 1970's. Accompanying this growth in families maintained by women, there has been an increase in the number of children living with only one parent even though the number of children under 18 years old declined.

The number of divorced women maintaining families doubled in the 1970's.

The increasing number of families maintained by women, particularly those with children, tend to suffer financial hardships due to the absence of an earner who either has been or could be a major income contributor. Even if the woman is a full-time worker, she probably earns less than a comparable male worker and her family income is not likely to be supplemented with the earnings of a second income recipient. Especially perilous is the economic security of those families maintained by women who have never worked outside the home or who dropped out of the labor force years ago in order to become full-time mothers and housewives.

All women with total responsibility for the care and custody of their children face special, and sometime debilitating, problems. However, when these families include very young children it may be especially difficult for the woman to enter the work force on a full-time or even part-time basis, unless she is able to find acceptable day-care services for her preschool children. And the need for day-care services is growing, as the number of families maintained by women with children under age 6 has more than doubled since 1970.

The women maintaining families which include children of school age (6 to 17 years old) must also cope with economic problems and the needs of their children, which are no less urgent than those difficulties faced by women with younger children. These mothers, however, are relieved of some of the constant child-care requirements. And once all the children are in school, the woman may feel that she can seek employment outside the home, at least on a part-time basis, without jeopardizing her children's welfare. The economic problems faced by most of the women maintaining families with no husband present provide a great impetus for them to enter the labor force and find a paying job. In fact, 60 percent of these women are in the labor force as compared with half of the wives in married-couple families.

Although the labor force participation rate of women maintaining families has increased significantly since 1970, there is evidence that a high proportion of these women have problems finding employment, for the number who are involuntarily unemployed has been increasing. These women are often limited in their choice of jobs because of the need to be at home with their children before and after school.

The majority of employed women maintaining families, about 60 percent, are clerical or service workers. However, there has been a large increase since 1970 in the number who hold professional or managerial positions, with the number of women in these occupational groups doubling during the decade. In spite of these increases, only one in five of the employed women with family responsibility are in professional or managerial positions and able to enjoy the favorable economic benefits generally associated with these jobs.

The severity of the economic disadvantages with which families maintained by women must cope becomes apparent when their income level is compared with that of all families in general. The median income of families maintained by women is only about one-half of the median income of all families.

The median income of families maintained by women is only about one-half of the median income of all families.

Most families in the very lowest income categories are likely to be maintained by women alone, for among the families with income of less than $4,000 more than one-half are mainted by women. At the opposite end of the income spectrum, among those families whose income are $50,000 and over, less than 2 percent are maintained by women.

Among families maintained by women, those with one or more children under age 18 have a much lower median income than those without children. In addition, the mothers with young children are especially disadvantaged, for the younger the children, the lower the family income is likely to be.

The number and proportion of families maintained by women has been increasing rapidly, but it is not the only rapidly growing group, for the number and proportion of people living in nonfamily households has also been increasing. This dramatic increase in nonfamily households appears to be largely a function of a growing tendency for young

adults to live independently from their parents before forming families of their own, and a continuing tendency for older persons to maintain their own homes after their families have dissolved.

The vast majority of nonfamily households are maintained by persons living alone.

Although everyone either is or has been part of a family, many people do not live in a family setting all of the time. In fact, more than one-fourth of the households in the Nation are nonfamily households, an increase of 9 million such households since 1970.

The vast majority of nonfamily households are maintained by persons living alone. And most nonfamily households are maintained by women, who are more likely than the men in nonfamily households to live alone. However, during the 1970's, the proportion of these one-person households maintained by persons living alone has declined and the proportion including one or more additional people has increased.

In the recent past, the proportion of nonfamily householders who are widowed has decreased while those who were never married and the number who are divorced has increased. About one-half of the men in nonfamily households have never married, as compared with one-fourth of the women. Conversely, over one-half of the women in these nonfamily households are widowed compared with less than one-fifth of the men.

More than one out of every five of the households in America consists of a person living alone, as the number of these households grew by 65 percent in the 1970's to a total of 18 million. The rate of increase for these households was much greater than for all households which grew by 25 percent.

The number of one-person households grew by 65% in the 70s.

There are several reasons for the high increase in the number and proportion of people living alone, including the increasing number of elderly persons, especially widows, who are able to continue to maintain their own homes, the increasing incidence of marital dissolution through divorce and separation, and the postponement of first marriage among young adults, accompanied by the tendency for these young single people to establish households apart from their parents for a period of independent nonfamily living. Women comprise about two-thirds of the one-person households, but in recent years the number of men living alone has been increasing at an even faster rate. Overall, the largest increases in one-person households have been occurring among divorced and never-married persons. Moreover, the number of men and women under 35 years old who are living alone has increased at an especially rapid rate during the last decade, with smaller increases occurring among those in the older ages.

Changes have been occurring not only in living arrangements but also in marriage. The typical age at first marriage for men and women continues to rise as young adults postpone marriage until they are well into their twenties. In the early 1900's, the median age at marriage was relatively high (nearly 22 years for women and 26 years for men), but people began marrying at younger ages until the median age gradually declined to a low point of 20 for women and 22 for men in 1956. Since that time, the median age of first marriage has been rising. Now the median age of marriage is 22 for women and 24 for men, as today's adults are more frequently having an extended period of singleness before entering into their first marriage.

The typical age at first marriage for men and women continues to rise.

The extent to which young adults are delaying entry into first marriage is also readily apparent when viewing the increase in the percent of persons never married. About one-half of all women 20 to 24 years old are single today as compared with only 29 percent in 1960. Women aged 25 to 29 also have shown a marked increase in the proportion never married (from 10 percent in 1960 to 21 percent in 1980). However, most people eventually marry, for 96 percent of the women 45 to 54 years old are married, but whether such a high percentage of the women who are now in their twenties will marry by the time they reach their 40's remains to be seen.

A second major marital trend, along with the notable increase in nonmarriage among young adults, has been the overall rise in marital dissolution through divorce. However, even though the divorce rate remains high, there appears to have been no dramatic changes in the rate over the last year or two.

There appears to have been no dramatic change in the divorce rate in the last year or two.

All of these changes in living arrangements, families, and marriage are revealed through the information collected and published by the Census Bureau from its current surveys and from the decennial census of population. A careful study of the Census Bureau reports currently available, and of those still to be published from the 1980 census, is a well worthwhile endeavor, as it provides a clear picture of changing family life for both the students and teachers of family life education.

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The theme for Volume XXVI of *Illinois Teacher* is *The Role of Home Economics in Revitalizing Our Economy*

We'll be pleased to review your articles on various aspects of this theme such as:

- The family as a producing unit
- The family as a consuming unit
- The effect of the family on productivity in the world of work
- The family as a conservation unit
- The family as a teacher of values that affect problems in society such as waste, crime, the cost of protecting homes and businesses from dishonesty

SEMO ELDERCARE CENTER:

a model day care program extending the student's learning environment beyond the traditional classroom

Grace Hoover
Chairperson, Department of Home Economics
Southeast Missouri State University
Cape Girardeau

Making friends . . . looking for and keeping a job . . . getting the best buy on a limited budget . . . making life worthwhile—these are the concerns each of us deal with on a day-to-day basis, but if one is labeled "old," these very basic needs are often denied or simply overlooked. Growing old is a sad situation in our society. I was seeing this sadness all around me. But what could I do about it?

My participation as campus coordinator of the '79 Elderhostel program on our campus sparked an idea. I had worked closely in that program with elders aged 60 to 84 who were energetic, interesting, and stimulating. These people were keeping in touch with the world even though they had retired and were "growing old." Continued study and varied activities were a part of their daily lives and they were enjoying it all. I sensed they possessed a quality of life that most of us seek to find.

The idea of offering a similar opportunity in a year-round program to elders in our community kept nagging at me. I shared my thoughts with Iris Lee Shumaker, a registered nurse who was working with the SEMO Area Agency on Aging. Together we created the idea of a day care center for the elderly sponsored by the University which would incorporate many of the same experiences provided in the Elderhostel program. My concern for improving the quality of life for the elderly and Iris Lee's long experience in working with the elderly in Southeast Missouri made an effective partnership for *action.*

Mrs. Shumaker felt that 50 percent or more of the elderly being institutionalized need not be if an alternative, such as day care, existed for them.[1] Many families would choose to keep the aging member in the home if appropriate care were available to them during the day. This would alleviate a heavy economic burden as well as the guilt that a family often feels when placing the elder in an institution.[2]

A Dream Becomes a Reality

Our home economics department operates a Child Study Center for the preschool child which offers many enriching experiences to children and their parents. Why not, I thought, provide similar experiences for the elderly and their families? The idea caught fire in less than two months' time.

I wrote a proposal for establishing a day care program and presented it to the university administration in August, 1979. Perhaps it was just being in the right place at the right time, but everything clicked. The Southeast Missouri State University Eldercare Center Model was approved, and action to implement the proposal took place quickly. Funding was made available in October 1979 through the cooperative efforts of the Area Agency on Aging, the State Department of Elementary and Secondary Education—Vocational Division, and our University. In January 1980 the Center opened with one elder participant. Today 50 men and women participate in the five-day/week program with a maximum of 20 elders attending on any one day.

Objectives of the Program

The Eldercare Center program offers opportunities for continued learning and enrichment of life as well as physical care for the elderly. It also offers a living laboratory for clinical experiences to a variety of students.

The stated program objectives are:

1. To provide a pleasant setting for socializing and recreation for the elderly person who lives alone and endures the monotony and isolation of a routine offering little variety.

EDITOR'S NOTE: The idea and project reported here from a university could also be used by a junior high or high school and a local church or agency as sponsor. It can be a service and an educational opportunity for all who are involved. How I wish my mother's home town had had ElderCare in the years before she died! She could have contributed so much to fellow elders and to young people on gardening, energy conservation, avoidance of loneliness and depression and other talents she possessed.

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[1]Iris Lee Shumaker, R.N., Southeast Missouri Area Agency on Aging, Personal Interview, August 1979.

[2]Ozarks Regional Commission Governors' Conference on Aging Procedures, October 30-31, 1980. Kansas City, Missouri, pp. 46-48. Prepared By Center for Aging Studies—University of Missouri—Columbia.

A rocking chair and an open window: A lonely combination. Loneliness is a battle fought by the elderly. The Eldercare Center helps to fight this battle.

2. To provide a safe, clean and comfortable environment for the elderly person who needs supervision, activity or companionship during the daytime hours while other family members are at their places of employment.
3. To offer an opportunity for respite care to the family who is keeping an elderly member in their home, thus relieving the relatives of some of the responsibility.
4. To provide physical, recreational and health assessment related activities in conjunction with the related departments from Southeast Missouri State University.
5. To provide a model for establishing other day care centers for the elderly throughout the state of Missouri.
6. To offer a "living laboratory" for clinical experiences and internships in working with the elderly for
   —Individuals in the occupational home economics program for the health aide working with the elderly.
   —Students interested in a family life option under the B.S. in Home Economics.
   —Recreational majors in the Department of Health, Physical Education, and Recreation.
   —Social Work majors in the Department of Sociology.
   —Students majoring in the A.A. and B.S. in Nursing.
   —The Oral History Program.
   —Students majoring in Speech Pathology.

Location of the Center

The Eldercare Center is located six blocks from the main campus in a two-storied, eight-room, brick house which formerly housed the Sisters of St. Francis Hospital. With minor alterations the house was made barrier free and comfortable for the elders. A long wooden ramp rising one inch *per* foot was constructed which leads to the back entrance.

On the first level of the house a bathroom capable of serving the handicapped was created by combining the pantry area with an existing half bath, enlarging the door opening, and installing appropriate bathroom fixtures and supports. An interior design class added the finishing touches with gaily flowered wall paper and paint.

Flowers and plants are placed throughout the house to add interest and color, many of them chosen for the season. The elders take pride in caring for them and frequently start their own plants from seeds.

Comfortable furnishings in the living room provide the right setting for early morning television viewing to hear the latest news or a favorite program. Others may prefer to read the morning paper or just visit with a friend as they start the day.

An adjacent room provides space and an array of materials for craft activities. The use of tools encourages the elders to use their hands and also stimulates personal interaction.

A "quiet room" is just across the hall to meet the needs of those needing a bit of rest and relaxation.

The second floor of the Eldercare Center houses the office and work area of the "Work Again Project." This state-funded project is directed by Shelba Branscum, a home economics instructor in child and family development who has a special interest in gerontology. It assists individuals 58 years and older back into the world of work, for both paid and volunteer work. The program has successfully integrated its activities with the Eldercare Center.

Although the second floor was initially planned to offer some space for privacy to the elders where they could rest or read, we find they are reluctant to leave the main floor for fear of missing something that is going on with the group.

Organization and Administration

The Center is administered by the Department of Home Economics in the College of Applied Arts and Sciences. In addition to the project director, full-time personnel in the Center include:

- a registered nurse as program coordinator who is responsible for the total management of the Eldercare Center's daily program and the supervision and training of program aides.
- an operations/recreation coordinator who is responsible for recreational activities and assistance to the coordinator in secretarial duties, record keeping, and communications.
- a program aide who provides the daily physical care for elders and performs the established activities and light housekeeping duties to keep the Center safe and orderly.

Many volunteer hours are given to the program by university faculty, staff, and students. Individuals in the community provide entertainment and transportation for the elders on a volunteer basis.

The program has cooperative agreements with the Cape Girardeau Nutrition Center, the SEMO Area Agency on Aging, St. Francis Mental Health Center, Work-Again Project, VIVA Program and community nursing services. These linkages contribute greatly to the effectiveness of the program.

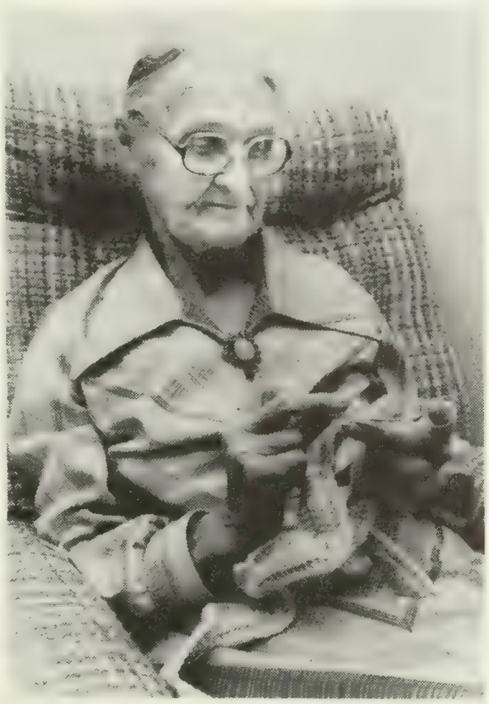
Initially, a fee of $5.00 per day was charged each participant, but with federal funds involved in developing the model this was changed to a donation according to ability to pay.

The Senior Citizens' Nutrition Center in Cape Girardeau delivers the hot lunches for the elders each day. The cost of the meals for the elders is also on a donation basis, which is approximately one dollar per person. Appropriate kitchen facilities are available in the Center for additional meals and snacks which are prepared by the Center personnel.

SEMO Eldercare Center Policies

1. Participants must be 60 years of age or older. Exceptions may receive special consideration.
2. The participants must be (a) ambulatory (may use cane or walker) or able to manage wheelchair with minimal assistance, (b) continent of bowels and bladder, (c) able to follow simple instructions and to function with limited supervision if mentally impaired.
3. The Eldercare Center shall operate on a 5-day week schedule from 7 a.m. to 6 p.m. with closings for the usual holiday periods.
4. Up to 20 elders may attend at one time. Notification of intention to attend the program for the day must be made no later than 9:30 a.m. of that day.

Mrs. Velma James, operations coordinator of the Center, helps participants to understand the details of a crafts project they are working on—making velvet pin cushions.



Mrs. Grace Brasher spends a part of her day crocheting an afghan. Members may participate in a number of recreational and social activities at the Eldercare Center or take time by themselves to read or work on a personal project.

Wilbert and Verna Wemkein dance to the beat of some bluegrass music at the Eldercare Center birthday celebration.

5. There shall be no discrimination as to accepted participants by race, color, creed or sex.
6. It shall be noted that the SEMO Eldercare Center lays no claim to providing a health care program, but rather offers a day care setting which provides minimal supervision, socialization and recreational opportunities.
7. These policies and all admissions policies are established by and may be amended by the SEMO Eldercare Center only.

Advisory Council

The advisory council is scheduled to meet three times a year and at other times when needed. The function of the council includes the following:

- review and approve the program policies and procedures.
- serve as a resource group for resolving concerns and problems encountered by the Center.
- act as a liaison between the Eldercare Center and the community.
- evaluate the Center's program on a yearly basis in cooperation with the Area Agency on Aging.

The advisory council membership includes representation from the University administration, faculty and staff, Area Agency on Aging, St. Francis Medical Center, elder participants, Area V Regional Planning Agency, and local health care facilities.

A Day at the Center

The day starts at 7:30 a.m. for many of the participants, while others may not arrive until 9:00 or later. Some are within walking distance of the Center; others drive a car or may be delivered by relatives. On three days of the week a van provides free transportation for those who need it. Transportation to and from the Center is of major concern for the elder participants. The volunteers help meet part of this need; however, it remains a constant concern.

Mary Grace, left, and Clara Compas arrive by van at the Eldercare Center. This scene may be an exception rather than the norm until a new transportation program for the elderly is implemented in the Cape Girardeau area.

A light breakfast is available in the cozy kitchen area soon after the elder arrives. Toast, juice, and cereal with milk are always on the menu. A lot of good conversation occurs while sipping a hot cup of coffee or tea around the breakfast table.

Free time usually finds several elders engaged in playing cards or dominoes. The playing of games encourages the use of their hands; some need this stimulation.

Bingo is played once a week and is a favorite of all. Prizes often are the items that were made in the craft activities. At other times the prizes are "white elephants" brought from home. It's the fun of playing and being together that really counts.

The elders also experience a sense of satisfaction and joy when they share their crafts with their friends, family, and the children from the Child Study Center. The materials used in craft projects are mostly donated by businesses, manufacturers, and individuals. Pieces of fabrics and filling material from local furniture manufacturers are used for making pillows. Spray can tops can be used to form the base for velvet pin cushions. Egg cartons are used in many ways to create interesting objects from waste baskets to flowers. I picked up sea shells from the beach to be used in crafting flowers and boxes.

Exercise done to music and adapted for each individual's need is an every day routine at the Center. Elder friends often join together at the piano for a duet. Group participation in activities is frequent now, although at first many were withdrawn and silent—reluctant to be a part of anything.

When an interest is indicated and the weather permits, there are short field trips with volunteer drivers. Small groups of elders are often taken to Capaha Park where they may feed the ducks in the lagoon, stroll on the grassy lawns, or sit for a while on the benches and feel the world alive around them. They take ears of corn along to shell and feed the ducks as they may have done as a child. The federated garden clubs of the city have a display rose garden nearby which is open to the public.

University professors and staff from departments across the campus present a variety of lectures and demonstrations as continuing education activities. The professors have been just as excited about the experience as were the elders. Examples include: "Christmas Legends," "Poetry," "Folk Songs," "Travels in Egypt," "Country Music," "Postage Stamps of the World," "Space Exploration," "Backyard Birds," "Fish Behavior," "Perry County Caves," "Japan and Hot Springs," "Home Heating," and "UFOs."

A typical day at the Center ends around 3:00 p.m. when the elders begin to depart. Some may stay until 5:30 p.m. when the family picks them up to go home at the end of their work day.

Christmas at the Center has the same air of excitement and bustle that we experience in our own homes. A fresh cut tree from a local farm is decorated with hand made items that the elders have made during previous weeks. I always find time for several short visits at this particular season of the year. It helps me get the true Christmas spirit.

J. D. Cruce, Lloyd Campbell, Vallie Neely and Jenny Coffelt enjoy a game of dominoes at the Eldercare Center. The homelike atmosphere appeals to many of the members. Mr. Cruce remarked, "This is a beautiful place. I can't stay at home during the day because my daughter works, so I come here. I enjoy being here very much."

An Idea for Home Economics Programs

Secondary and post-secondary home economics programs can model after the SEMO Eldercare Center by offering limited programs for the elderly one or more days each week. Students in occupational programs for health-aides could gain the needed experiences. Classes in family relations would profit greatly from the "real life" setting the model provides. Many communities are looking for such programs and only need someone to spark the idea.

Adult Day Care Centers are an emerging form of care. Programs are classified as restorative, maintenance, or social according to a directory listing such services.[3] The directory is a state-by-state compilation of 618 day care service programs serving approximately 13,500 persons daily. Two years ago the directory contained fewer than 300 programs.

The State of Missouri lists 5 programs serving 62 persons with an average of 12 persons per program. Four of these programs are in St. Louis and one is in Kansas City. Most of the existing programs are restorative and maintenance in services offered.

Visitors from the area, state, and national Office of Aging all comment on the uniqueness of the SEMO Eldercare Center—especially the home-like atmosphere with its comfortable furnishings and its University sponsorship. It's really home to more than 50 elders each week.

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[3]"Directory of Adult Day Care Centers," U.S. Department of Health and Human Services Administration on Aging, Health Care Financing Administration Health Standards and Quality Bureau, January 1981.

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Includes attendance at AHEA Annual Meeting in Cincinnati (or alternate assignment); Home Economics Defined Conferences *Proceedings;* Marjorie East's *Home Economics Past, Present and Future;* Current Concerns in Home Economics Education *Proceedings,* and other readings. Also individual project of choice and class discussions.

Understanding the Aging Process Through Simulation

Vicki L. Schmall
Extension Gerontology Specialist
School of Home Economics
Oregon State University
Corvallis, Oregon

Maryanne Staton
Coordinator of Special Programs
School of Home Economics
Oregon State University
Corvallis, Oregon

What is it like to hear only a mumbling voice when someone speaks to you? How does it feel to have difficulty reading or to be unable to read a daily newspaper? And, how is motivation to cook affected when food just doesn't taste as good as it did when you were younger?

Most older people are in relatively good health, but with increasing age, they are more likely to experience physical changes which affect their everyday activities and relationships. These changes include decreased sensitivity of the senses (hearing, vision, taste, smell, and touch) and other chronic health conditions (e.g., arthritis, rheumatism, diabetes, hypertension, stroke, and heart disease). Over 80 percent of people 65 and older have at least one chronic health problem.

A National Health Survey (Administration on Aging, 1981) found that nearly half of older adults are limited in their activities because of physical changes and declining health compared to only 14 percent of younger people. About 17 percent were unable to perform their major activity; another 22 percent were limited in the amount or kind of major activity; and 7 percent, although not limited in their major activity, were limited in such activities as shopping, hobbies, civic projects, or participation in organizations. The severity of limitations increased with age.

For some persons these changes mean reduced mobility, decreased independence, inaccurate perception of the physical and social environment, reduced clarity in communication, difficulty in accomplishing tasks, frustration, and perhaps not feeling good about oneself. Most older adults, however, do live independent lives. Only about 5 percent of older people living in the community are housebound and 1 percent bedridden. And contrary to popular belief, only about 5 percent of older adults live in institutional settings at any one point in time (Soldo, 1980).

Today one out of every nine Americans is 65 or older. And the aged, particularly those 75 and over, are the fastest growing population group in the United States. By the year 2000, over 16 percent of the population may be over the age of 65.

Consequently, young people today will have increasing contact with elders, work in settings with older adults, and share in the care of aged relatives. While physical decline may occur at any age, educating the young about those due to the aging process is crucial in preparing them to live with the demographic changes which will take place in their lifetimes. The rationale, therefore, for focusing on changes associated with the later years holds that:

- Physical changes commonly experienced by older people are not common for other age groups.
- These changes are often overlooked or not understood. Young people who lack knowledge and understanding of these changes are more likely to become frustrated, set unrealistic expectations, ridicule, or label older people—particularly the hearing impaired—as "senile," "confused," "dull," or "failing."
- Sensitivity to the physical impairments of older people is transferable to handicapped people of all ages.

Increasing student understanding dispels stereotypes and results in students focusing more on older adults and handicapped people of any age as *individuals.* Students are better able to communicate effectively, provide positive support, and adapt the environment to enhance the person's ability to function independently. They begin to focus on what the physically limited person *can* do rather than only on what the person cannot accomplish. A critical question, then, is: How can the educator sensitize students to the physical changes most commonly experienced by older adults?

EDITOR'S NOTE: Authors do not wish to emphasize the negative in regard to aging. Any age can have handicaps.

Simulations

Affective learning takes place best when students have an opportunity to experience what they study. One method is the use of simulated activities.

In these simulations, students respond to situations by assuming a role using their actual behavior, values, and attitudes rather than those of someone else. Simulations actively involve students in the learning process and tend to be highly motivating. In addition to broadening student understanding, many educators believe simulations are particularly effective in bringing about changes in attitudes and behavior. The closer a simulation is to real life, the more likely and extensive will be the transfer of learning.

To simulate age-related changes, students are physically impaired by using a variety of devices and materials and then are required to complete common day-to-day tasks. The experiences of the authors have shown this technique to be equally effective with a wide variety of age groups, from the very young to older adults themselves. The complexity of the tasks, however, vary with the age group.

A learning environment utilizing simulations involves:

- understanding the nature of the simulated conditions,
- mechanical means for accomplishing the simulations, and
- activities to test performance with the simulated conditions.

These are quite easily provided and carried out in the classroom.

Methods and Materials

Sight. With increasing age, the eyes decrease in their ability to see as clearly as when the person was younger, particularly details such as small print or the eye of a needle. The average 65-year-old has a visual acuity of 20/70 or less. Although the majority of older adults have good to adequate vision, a survey by the National Optometric Association found that one-third of those 65 and older reported that an inability to see well prevented them from doing things they wanted to do. More than half of all severe visual impairments—including cataracts, glaucoma, and loss of central vision—occur in older people.[1]

The lens of the eye yellows with age and filters out colors at the blue end of the light spectrum. Warm colors (red, yellow, and orange) are more easily distinguished by many older people than the cool colors (blue, green, and violet). Older people also require more time to adjust to changes in light level, are more sensitive to glare, and require considerably more light to see as effectively as when younger.

To simulate impaired vision, use cellophane wrap. Fold it into two to five thicknesses and approximately 2″ x 2″. The more thicknesses, the greater the "impairment." Crinkle the cellophane. To hold the cellophane over the eyes, join the ends with masking tape. Yellow cellophane is recommended to simulate the yellowing of the lenses. Cheesecloth, cling gauze, sunglasses, or laboratory protective glasses smeared with petroleum jelly also are effective.

Loss of peripheral vision as caused by glaucoma is simulated by covering the temple area and lenses of glass frames with black construction paper or nontransparent tape, leaving a ¼″ diameter hole in the center of each lens. Total blindness is simulated by using night shades.

Hearing. Hearing loss is potentially the most serious of the sensory changes. Unlike poor vision, it rarely inspires sympathetic understanding and is more likely to cause isolation, anxiety, and depression.

Approximately 30 to 50 percent of older adults have a hearing loss that affects their communication with others. More older men than women are affected, probably due to work in noisier environments.

Two major hearing losses that occur with age are decibel loss—reduced ability to hear sounds of low intensity—and presbycusis—loss in the ability to hear high frequency sounds. With presbycusis, the vowels (low pitched sounds) are generally heard but the consonants (e.g., "s," "f," "p," and "th") become more difficult to hear. As a result, the person may have difficulty discriminating between words and consequently, may not be able to follow a conversation. The individual may hear "dead" or "bed" when you say "red," "choose" instead of "juice," or "fill" for "pill." High tone loss is nearly universal in old age, but there are marked differences among people in the degree of loss.

Industrial earplugs are most effective for simulating volume loss. Alternatives are cotton balls, swimmer earplugs, or masking tape placed over the ears. A more pronounced effect is obtained by students wearing earmuffs or stereo headphones. Having students listen to a tape, radio, or television program at a low sound level is another means for simulating hearing loss.

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[1]Vicki Schmall, *Growing Older: Sensory Changes*, Pacific Northwest Extension Publication No. 196, March 1980, p. 2.

Presbycusis may be simulated by turning on the radio so the sound is distorted. Turning the volume up will emphasize that no matter how loud the sound, words cannot be understood easily. The cassette tape, *Getting Through* (University of Michigan, Institute of Gerontology), and particularly *Band Four—The Unfair Hearing Test,* is an excellent way to demonstrate various hearing losses and the effect of a hearing aid. Slide-tape presentations include "Age Related Vision and Hearing Changes" (University of Michigan) and "Sensory Deprivation Simulation" (University of Nebraska).

Touch. Skin sensitivity and the ability to detect pain decreases with age. It is more difficult for the older person to distinguish textures and objects by touch alone. Because pain threshold increases, an older person is more apt to be cut or burned and not know it until severe damage has occurred. For example, the hot temperature of bath water or a heating pad may not be readily felt. Internal body pain and a rising temperature also are less likely to be perceived as readily as by a younger person; as a result, an illness is more likely to progress to an advanced stage before detection.

Loss of tactile sensitivity may be simulated by wearing latex or surgical gloves, wrapping tape around the tips of fingers, or applying rubber cement to the fingertips and letting it dry.

Taste. By age 65, 50 percent of taste buds are lost by the average person. Ability to taste foods, however, usually is not affected until the late seventies when the average person has one-sixth of the taste buds as a 20-year-old. The taste receptors that identify sweet and salty flavors are the first to atrophy, while those that sense the bitter and sour flavors tend to function well into old age. Factors other than age, such as poor mouth and dental hygiene and a lifetime of smoking also affect ability to taste foods.

Foods that are bland and saltless—for example, saltless crackers and colored water, unsweetened drink mix, or weak lemonade—can be used to simulate loss of taste sensitivity.

Smell. Over 40 percent of people 80 and older have difficulty identifying common foods and substances by smell. The exact mechanism for this decline is not known, although it is probably due to atrophy of the nerves.

Because two-thirds of the taste sensations depend on the ability to smell, decline in this sensory system may further reduce a person's appetite or interest in food. It may also mean that a person is not able to smell body or household odors that may be offensive to others. Warning odors—smoke, gas, or spoiled foods—may be undetectable.

To simulate loss in the ability to smell, use noseplugs, place cotton in the nose, or hold the nostrils closed. Blindfold students and present them with a variety of odors—for example, fragrances or spices—to identify. Food similar in texture—for example, apples, carrots, and potatoes—may be cut in small pieces and fed to students while they close their eyes and hold their nostrils closed. Have them try to identify the various foods.

Mobility/Dexterity. Forty percent of people over age 65 experience limitations in activity due to changes in the skeletal-muscular system. Bone and muscular changes and health conditions (such as arthritis, Parkinson's Disease and stroke) can mean decreased dexterity or mobility.

To simulate loss of finger dexterity, wrap masking tape around each finger, particularly the thumb and index finger, or tape splints on several fingers. Knee and elbow joints may be immobilized by using splints or wrapping them with 3″ to 4″ elastic bandages. Have students also use a wheelchair, crutches, cane, and/or walker. Students will experience only the difficulty of moving, not the chronic stiffness and pain that accompany conditions such as arthritis.

Speech. A stroke, poor fitting dentures, and years of being hard-of-hearing are just a few conditions that make it difficult for some older people to speak clearly and to be understood. Speech problems may be simulated by placing a large piece of chewed bubble gum or a sanitized ping pong ball behind the upper front teeth.

Activities

The simulations may be organized so that students experience more than one impairment simultaneously, for example, both a vision and hearing impairment. This gives additional understanding of the adjustments and problems the multiply-handicapped person experiences. Young students, however, generally gain more from the exercise when all simulate the same impairment at one time. Too many impairments can be distracting.

With older youths and adults, an effective method is to divide them into groups of four or five with each person in the group being assigned a different impairment. The group

situation provides for greater in-depth understanding of the effects vision impairments have on interaction and communication.

Another method is to set up "handicapped stations" throughout a room. At each station the student experiences a different impairment and completes task(s) written on 4 x 6 cards. If students work in pairs, exercises can be developed which vividly demonstrate the impact physical changes can have on social relationships and how a person's behavior helps or hinders the ability of an impaired person to function. For example, at one station a "sighted" person might lead his "blind" partner around the room and help him to sit in a chair. As tasks are completed at each station, you may want students to write briefly their feelings and reactions on paper for later discussion.

Whether working individually, in pairs, or small groups, the "impaired" are given several tasks to complete, for example:

- The sight impaired might be asked to find a number in the telephone directory, prepare a meal, read a menu or an article in the newspaper, or thread a needle.
- The blind might peel a carrot or eat a bowl of soup.
- The speech impaired might try to give verbal instructions to a partner.
- An "arthritic" student might be asked to open a child-proof container and perform such everyday tasks as tying shoelaces, peeling an orange, buttoning a shirt, or writing a letter.
- A person who is both sight and smell impaired could be given a variety of foods to taste and identify. Foods that are blended are even more difficult to identify because texture is no longer a clue.

Utilize everyday activities that the nonhandicapped often take for granted but which may be more difficult or take more time for the handicapped to accomplish. By limiting the time to complete tasks, students experience the frustration handicapped persons sometimes feel when others unduly hasten them.

Discussion

Adequate preparation of students prior to the simulations and a thorough debriefing following the activities is essential, particularly since many young people perceive age-related changes negatively and often view all older people as physically and/or mentally impaired. In presenting the simulations, the teacher will

- share the objectives of the simulations,
- present information about each condition being simulated and its frequency in the older population,
- emphasize that many older persons compensate for physical changes in various ways and function very well,
- indicate that physical changes generally occur gradually and that there is tremendous variation among older people in the degree of change, and
- emphasize the importance of focusing on what older adults, even the very frail, *can* do for themselves and each other rather than only on what they cannot do.

Following the simulations, discussion can focus on student reactions, feelings, and the implications of such changes for older adults and for students as they work and relate to older persons, and on adaptations that can be made in the environment and communication styles that can enhance an older person's level of functioning. Helping a person to be independent builds a more positive self-image. The following questions may help to guide discussion:

- What is a handicap?
- How did you feel about being handicapped?
- Which handicap did you find most difficult and for what reasons?
- What were your feelings as you tried to accomplish the tasks?
- How might such a loss affect an older person's daily life and activities? relationships with others?
- In what ways did you compensate for your handicap?
- What could you do to be more effective in your relationships and work with an older person who has a change in vision, hearing, etc.?
- How can you apply what you have learned to handicapped people of any age?

Most students will find the "impairments" frustrating and stressful and will be relieved when the simulations have ended. A sobering conclusion to the exercises is the realization that older adults—and people of any age—with these conditions do not have the option of removing their "blindfolds," unplugging their ears, etc. Their lives must go on, but, hopefully with the understanding and support of people around them.

RESOURCES

Administration on Aging. *Statistical Notes* 6:1-6. Washington, D.C.: Administration on Aging, January 1981.
Data from the 1978 National Health Survey of older adults concerning health and activity limitations are presented.

Engs, R. C., E. Barnes, and M. Wantz. *Health Games Students Play.* Dubuque, Iowa: Kendall/Hunt Publishing Co., 1975.
One section consists of activities, including simulations, that are effective in sensitizing students to the physical changes experienced by the aged.

Ernst, Marvin and Herbert Shore. *Sensitizing People to the Process of Aging.* Denton, Texas: Center for Studies in Aging, School of Community Service, North Texas State University, 1975.
Explores the causes and effects of sensory and physical changes in the older person. Although designed as a training guide for nursing home staff, activities are easily adapted to the classroom. Activities, discussion questions, and a bibliography are included in each section.

Schmall, Vicki. *Growing Older: Sensory Changes.* Pacific Northwest Bulletin No. 196. Corvallis, Oregon: Oregon State University Extension Service.
Discusses sensory changes and ways to enhance the older person's functioning, self-esteem, and communication.

Schmall, Vicki and Nancy Benge. *Curriculum Activities on Aging.* Corvallis, Oregon: Oregon State University Extension Service, 1977.
Presents aging-related activities and projects for grades K-12.

Soldo, Beth. *America's Elderly in the 1980's Population Bulletin,* Vol. 35, No. 4. Washington, D.C.: Population Reference Bureau, 1980.
A 47-page bulletin presenting statistical information about the status of older adults in the United States.

Audio-Visual

Challenging Situations for Older Persons (includes cassette-tape, "Getting Through" and slide-tape, *Age Related Vision and Hearing Changes: An Empathic Approach,* available from Institute of Gerontology, University of Michigan, Ann Arbor, Michigan.

Slide-tape, *Sensory Deprivation Simulation,* available from Gerontology Program, University of Nebraska, Omaha, Nebraska.

AHEA

Do *you* belong to AHEA and your state home economics association?

A few years ago it could be said that over half of the membership of AHEA was teachers in junior and senior high schools. Membership in AHEA has dropped by nearly 10,000, and teachers are now 34% of the total. If teachers are to have influence in their profession, one of the best ways is to belong to AHEA. The next Annual Meeting is June 28-July 1 in Cincinnati. Many of us live close enough to drive, and when three or four share a hotel room the cost takes a nose dive. Some of us even pack a few meals to cut costs still further. We cannot afford to let inflation interfere with our professional growth. Hope to see you there!

—HTS

FAMILIES AND WORK: Another Perspective

Laura Boyd*
Graduate Assistant

Sara Butler
Assistant Professor
Department of Home
Economics and Consumer
Sciences
Miami University
Oxford, Ohio

A person's home life and work away from home have historically influenced one another. A good or bad day at work may affect family interactions. Similarly, stability, or the lack of it, at home may affect one's performance on the job. As family roles change and more women seek employment, such reciprocal effects are compounded. Today, over twelve million married women with children under 18 years are employed (Johnson, 1979). As more women enter the work force, researchers continue to conduct studies on the effects of work on the family.

Very little research data are available on the various effects of family on work. Data that do exist focus on absenteeism in particular. Naylor and Vincent (1959), for example, related absenteeism from work and employees' home lives. Garrison and Muchinsky revised the study in 1977. Both used a sample of women workers for their studies. Both studies revealed that the most useful predictor of absenteeism was the number of children at home and that women with young children were more likely to be absent from work than other employees. Similarly, Hedges (1972) conducted a survey which included employed men and women. Married men had a lower rate of absenteeism than single men, while married women had a higher rate of absenteeism than single women. Female employees with children at home were more likely to have a higher rate of absenteeism than male employees.

The results of these studies suggest that the home situation does affect job performance, particularly for women. However, much more information is needed in the area of the effects of employees' home lives on work. As more women enter the work force, further research can provide employers with suggestions for changes at work that would ease these effects. In addition, individuals who work with families, such as home economists, may be able to help family members understand the relationships between job and home and provide management strategies that can alleviate some of the conflicts.

With these thoughts in mind, a pilot study was designed in which employers and personnel directors in Dayton, Ohio, were interviewed concerning their perceptions of the effects of employees' home lives on work. The interviews consisted of three areas of exploration:

1. employee behaviors affected by the employees' home lives,
2. company policies and services initiated directly or indirectly because of employees' families and home lives, and,
3. the effects of different family life stages on work.

Thirty-five industries were randomly selected from the 1980 Ohio Industrial Directory. Of the sixteen companies that participated, most employed less than 50 people, were composed primarily of male employees and generally employed a greater percentage of hourly workers than salaried workers. All types of businesses were represented, including heavy and light industry, manufacturing, retail, sales and service. Table 1 provides the response frequency of personnel directors when asked to indicate which pre-determined

Table 1. Personnel Directors' Perceptions of Employee Behaviors Affected by Home Life

Employee Behaviors Affected by Home Life	Frequency of Responses
Absenteeism	15
Time from Work	13
Punctuality	12
Transfers	12
General Attitude of Employee	10
Support Systems	9
Maternity or Paternity Leaves	8

Table 2. Company Policies and Services Provided

Company Policies and Services	Number of Responses
Vacation Time	16
Personal or Family Leave Time	12
Benefits	9
Maternity Leave Policies	5
Flex-time	2
Share-time	1

*The authors wish to acknowledge the support of Eileen Grice, Professor of Home Economics Education, who served as an educational consultant to Laura Boyd for this study.

employee behaviors are most affected by home life. The most often cited effect of home responsibilities was absenteeism. When examined in more detail, absenteeism, punctuality, and time from work were considered to be a problem particularly in single-person families, families with preschool children and families with school-aged children.

All sixteen companies had policies which the employers and personnel directors believed help ease the effects of employees' home lives on work (see Table 2). Vacation time was by far the most common. When the amount of personal or family leave time was compared to employee absenteeism, punctuality, and time from work, no strong relationship was perceived.

Finally, personnel directors were asked whether particular family stages were related to employee work performance (see Table 3). As might be expected, employees with preschool and school-aged children and single persons were seen as most likely to have work affected by their home situation. Older persons with no children at home were least likely to be affected at work by their home situation.

Table 3. Personnel Directors' Perceptions of Family Life Stages Affecting Work

Family Life Stages	Number of Responses
Families with Preschool Child or Children	11
Families with School Child or Children	8
Single (male or female) - No Children	8
Families with Teenagers	5
Families Launching Young Adult or Adults	4
Middle-aged Parents With No Children at Home	3
Married Couples	2
Older Couples	0

Overall, company size seemed to have little bearing on the results. Responses to most questions were evenly dispersed for large and small companies. The only area which was related to company size was that of company policies and services. Generally, the larger companies provided more extensive benefits than the smaller companies.

Although this pilot study surveyed a small sample and was conducted in a limited geographic area, several trends seemed to emerge. These trends suggest further research which, when designed and implemented for a larger and more diverse sample, might provide practical results. Research comparing specific employee behaviors such as absenteeism, time from work, and punctuality to employees from various family life stages could help businesses adjust procedure and policies to employees' problems in similar life stages. Strategies such as flex-time, share-time, and employee day-care facilities could and should be investigated in more depth.

Those who work with families could also benefit from more in-depth studies. Research focusing on the causes of "negative" employee behaviors (such as absenteeism) can provide educators with information to assist in counseling and teaching. Home economics teachers, for example, might include topics related to young singles and responsibilities to employers. Time management for various family types regarding home and employment would be helpful for family members. Courses might also include more specific information concerning home management techniques and family roles as related to work responsibilities and job performance. When teaching about family life stages, attention should be given to employed parents in the various stages. How do these parents adequately maintain both employment and parenting responsibilities? Also, home economics teachers might include information regarding the integration of family roles and employee roles through each family life stage.

As more women become a part of the work force, research on the interrelationships between family and job performance must continue. This pilot study provides preliminary indications that personnel directors feel several areas of job performance are affected by home situations and that certain family life stages have more influence than others. For this sample, the number of company policies did not seem to be related to the problems of absenteeism, punctuality, and time from work. Additional research is needed to provide more substantial data. Findings of more in-depth studies could aid teachers, family counselors, and businesses in developing strategies that might help alleviate existing family/work conflicts.

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Resource for Teachers and Consumers

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It is clearly written and well illustrated.

A Home Economics Mission to Qatar

"SALAAM ALLYCOUM"
"ALLYCOUM SALAAM"

Anna Carol Fults
Head
Home Economics Education
Southern Illinois University

This friendly greeting was extended many times on my recent visit to Qatar, a small state on the Arabian Gulf.

PEACE BE UNTO YOU
UPON YOU PEACE

I was privileged to serve as a member of an international team of four home economists on a UNESCO Home Economics Review Mission at the University of Qatar, Doha, from March 21 to April 2, 1981. Other team members were: Dr. Kawsar Kouchock, Head of the Curriculum and Instruction Department, University of Helwan, Cairo, Egypt; Mrs. Margaret Edsel Fitch, President, International Federation of Home Economics, University of Hawaii; Dr. G. Emie Hookham, Programme Specialist, Science Education Section, Division of Science, Technical, and Vocational Education, UNESCO, Paris.

The team's frame of reference was:

1. To assess Home Economics programs in the faculty of Education at the University of Qatar and to give recommendations regarding their developments, with particular emphasis on the nutrition program, as the need for specialists in this field is increasing.
2. To study the possibility of offering post-graduate programs in the various specializations of Home Economics.

My trip to Doha was first class on British Airways from Chicago to London, overnight in London, and London to Doha. This is the kind of travel to which I wish to become accustomed! A six-course dinner with roast lamb carved at my seat was most pleasant. My seat extended to a full length bed so it was no effort to sleep, and I was provided with cloth slippers and eye blinders. I was awakened with the hot towels to get ready for breakfast.

On arrival at Doha, I was met by several home economics faculty members. My visa was at the airport, so I was taken immediately to the Gulf Hotel where I had a seventh floor room with a balcony overlooking the Gulf. It was pleasant to have coffee there in the mornings. The room was $100.00 per day and I had an allowance of $110.00 per day for food, laundry, and the like. The team had two limousines with drivers available to us day and night. One of the drivers told me that I was in the kindergarten in Arabic.

On the first day there we were invited to go on a picnic and beach party with the students, a good opportunity to get acquainted with faculty and students. We went on 3 buses about 50 miles north. I kept wondering why we were going so far when we drove along the Gulf all of the way and why a helicopter flew around us all of the way. I soon found out.

Girls are extremely protected. The University has a boys' college and a girls' college. In the three weeks I was there I did not see a male student. There is a library for girls and one for boys. Girls wear the black head cover and use a veil when going out. Women use a black mask with cut outs for eyes and nose. University girls may not go anywhere unaccompanied.

The helicopter had some young men trying to see the girls on the buses. While at the picnic a car with three young men drove up. A bus driver, trying to get them to leave, gave one a bloody nose. They left, got police, and had the bus driver arrested. We had to go back to Doha in two buses instead of three.

Doha is a new city—about ten years old. The University is seven years old. We went into a department store and the first thing we saw was "31 flavors," Baskin and Robbins, so we stopped to get an ice cream cone. Consumer goods from over the world are readily available.

In carrying on our studies, we conferred with administrators, faculty members in Home Economics and other related areas, students, teaching assistants, personnel in the Ministry of Health, Health Education, Ministry of Education; and we visited classes, Health Centers, home management residences, the future site of the new university and two homes. It was indeed pleasant to hear Dr. Kazaam, President of the University, say to us, "Money is no object. Do not use expense to justify a recommendation."

It was important to the team to make some needs assessment of families to see the extent to which the courses in Home Economics at the University were being focused on the needs and problems of families. So it was a real privilege to go into two homes of native families.

One can see problems and needs more clearly in a culture which is not one's own. There are 70,000 Kataries. These people were Bedouins who lived in tents in the desert until very recent years. It must have been traumatic to make such rapid changes as are taking place there.

We were invited to dinner at the home of one of the teaching assistants, a graduate student. There were 26 of us and we were seated on cushions on the floor around a large cloth. A huge platter contained a roast lamb on rice. There were bowls of tabooli, tossed salad, cooscoos, roast chicken on rice, kibbee, peta bread, houmous tahini, fruits, juices, and coffee. It was a sumptuous repast that looked as if nothing had been eaten when we were finished. The china and silver provided for the visitors were beautiful. The natives did not use silver, but very skillfully ate with their fingers.

After the meal, our hostess showed us through the villa. She pointed out the kitchen with electrical equipment of all kinds and then showed us the room beyond which is the kitchen they use with charcoal fires and cookers. Two people were washing dishes using buckets on the floor, while the electric dishwasher sat unused in the first kitchen. There were the elaborate beds costing $15,000 to $20,000 each in two of the rooms, but the graduate student's room had two single beds, a large desk and chair, and a book case.

The other home was the villa of a Home Economics teacher in a high school in the city. She is a member of the royal family and lived in a compound of five or six villas enclosed with a high wall around them. Her house was also elaborate. The room where we were seated had three sofas, five large chairs, and beautiful velvet draperies from ceiling to floor on two walls. There we also ate on the floor and there were two trays with roast lambs.

Each afternoon we were invited for "tea" about 4:00 or 5:00 and we had dinner about 9:30 or 10:00. The tea consisted of tea or coffee with elaborate cakes, assorted cookies, scones, and other rich "goodies." The people were very hospitable, friendly, and gracious to us.

The needs and problems we observed were intense in nutrition and consumer choices. Women have given up breast feeding. They are quitting it at the highest rate in the world, the doctor in the Ministry of Health told us. Advertising on the packaged baby formula promotes using it as being the healthiest food for babies even over mother's milk. But because of the conditions under which it is used (the mother may not be able to read or understand the directions, may not know how to sterilize the bottles, may use contaminated water, may use less powder than is required), the result has been thousands of malnourished infants.

The making of formula with sanitary precautions is a real problem. The Japanese are the only ones who give directions in Arabic on the products they sell. We use English and all of the people do not read English. I am embarrassed and saddened that we are permitting American companies to advertise these products in Third World Countries. The U.S.A. cast the only dissenting vote when the issue was raised in the United Nations World Health Organization. WHO voted 118 to 1 to ban advertising that tends to discourage breast feeding.

Sixteen new health centers are being built in Doha and the surrounding area. These are equipped with a demonstration kitchen and rooms with all kinds of audio-visual equipment to teach the women how to prepare food for babies and children, sanitary practices, use of electrical equipment and the like. The doctor from the Ministry of Health showed us through one of these centers.

The team recommended that the Home Economics graduates at the University be prepared in Adult Education to serve as nutrition educators in these health centers, and to work with elementary school teachers to teach nutrition to children.

With consumer goods from the world over and plenty of money to spend, the families need help in making wise choices. Those expensive beds with all kinds of music on the headboards covered with leather and gold designs cannot be imported from Italy in large enough quantities to meet the demand, one merchant told us. All of those he had on the floor were already sold.

The head of Sociology and Social Work at the University of Qatar told me that the divorce rate was high. The suppression of women makes life miserable for the family. The doctor in the Ministry of Health said that changes in this area were coming slowly. Marriages are arranged by parents. The couple meet for the engagement and the marriage follows in one week. One of the graduate teaching assistants who is married and has a two-year-old daughter was asked by one team member if she would require of her daughter what is required of her, and her answer was "certainly not." These changes will come in time.

We saw great needs for Home Economics teaching for youth and adults. We made our recommendations in a 40-page report which I trust will be implemented in some ways. We recommended that, among many other things, boys and men be given education for home and family life since they are husbands and fathers and are not born with these understandings, appreciations, and skills.

We also recommended that Visiting Professors be invited to develop and teach graduate courses in the various areas of Home Economics. We recommended that those graduates who had a brother, husband, or father who would accompany them out of the country, go abroad for short periods to take one or two courses.

When I came home I saw more clearly our own needs for Home Economics teaching—energy use and conservation, unwed mothers, teen age parents, nutrition problems, poverty, unemployment, displaced homemakers, inflation, money management, time and energy management, family relationships, and the rest.

This experience has made me more thoughtful about human rights—the rights of infants, children, men, and women. But along with rights are also *responsibilities*, and we too frequently overlook the responsibilities, but we must not if we believe in furthering democratic values in a democratic society.

A Tool for the Family Relationship Class

"Will We Meet Each Other's Needs?" by James R. Hine, published by Interstate Printers and Publishers Inc., Danville, Illinois, seems to hold promise for focusing student attention on human relationships, especially spouse relationships. It lists 52 aspects of our basic human needs and suggests a scoring device which enables a person to state the importance of each to him/herself and to rate the partner on how well s/he is meeting that need. Then the partner does the same and later each responds to the other as to how well s/he feels s/he recognizes and meets each of the other's needs.

It could be used by dating or engaged couples, marrieds, or pairs of individuals including friends, parent and child, or even employer and employee. In the latter categories more of the items would be marked "not applicable."

It should help interacting pairs to understand each other better and, if they so desire and make the effort, it could improve the relationship. The 12-page leaflet comes in packs of 12 for $7.50. If scoring is done on separate paper, the leaflets would be reusable.

The Editor

International Concerns of American Home Economists: A Quarter Century Perspective

(No photo available)

M. Eloise Murray
Associate Professor
Home Economics Education
The Pennsylvania State
University

Virginia Clark*
Graduate Assistant
The Pennsylvania State
University

This review focuses primarily on American home economists and their professional international activities from 1956-1981. Printed materials were the primary source. Undoubtedly there are significant persons, events and activities not included, by error rather than by intent. If the assignment of preparing this review has a moral, it is that home economists would benefit from paying closer attention to their history, while it is happening, as well as the retrospective view. Twenty-five years is not an exceptionally long time, but already records are lost or obscure. Perhaps they never existed.

Any school child can give a passable definition of the term "history." However, in the context of a profession and its members, history becomes more than dates, events, and people. The definition must then encompass intentions, philosophy and the mystique of the particular group being considered. Home economists have a professional perspective and domain of responsibility that transcends nationality. While family structures and practices may change with culture, the home economist still has the family as the central professional focus (Kimsey, Murray, Wallace, 1975). Recently Semler (1981) noted that "one does not need to have overseas experience to be international, for being international is a state of mind." This perspective can occur in any setting even if none of the participants has even crossed a state line or national border. These three themes—history, home economist, international—are the focus of this review.

The Concerns

In the past 25 years home economists appear to have had six major concerns in their international endeavors. Figure 1 presents these concerns and illustrates that they are not separate entities. Each is related to the other. While emphasis may have shifted among them, all still appear to remain on the agenda. During this period of time the major concerns of American home economists in international work have had a general consistency. However, such sustained effort should not be interpreted as lack of growth.

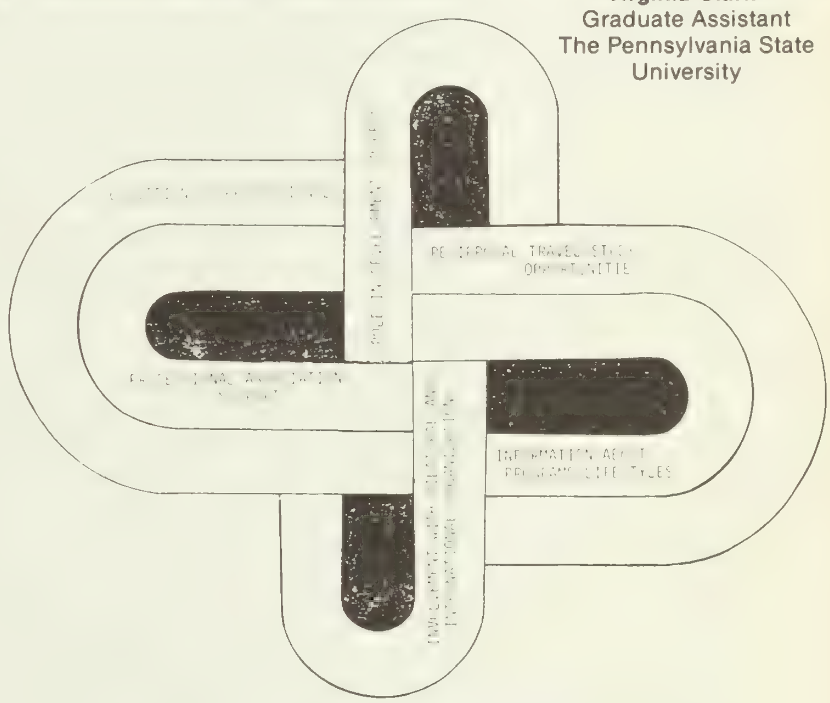

Figure 1. Home Economics' International Concerns

Many subtle changes are evident. One major development is that there is now general agreement that home economics programs and systems cannot be exported without adaptation. Home economics programs are moving from a singularly "female in the home" emphasis to one that looks at families in their environment. There is increasing attention and openness to learn from colleagues in other nations. There is also a greater willingness to collaborate with professionals in other disciplines. The time perspective of their international work has shifted from short-run benefit to greater emphasis on long-run benefit.

The Role of Home Economists in the Development Process: The theme of the 14th Congress of the International Federation for Home Economics was "Home Economics, a Responsible Partner in Development" (*Home Economics,* 1980). Home economics international activities in developing countries do indeed parallel the development strategies that were being used by other groups.

Essentially the process of development has gone through about four major identifiable phases in the past quarter century. The first was the building of institutions and infra-

*Murray bears responsibility for writing. Clark completed background research.

structure such as roads, dams, communication systems. The thought was that such systems would spur development which was seen as being measured solely in economic terms. The second major strategy was the infusion of large amounts of capital into the modern sectors of the countries in hopes that such benefits would trickle down to all. This did not occur. The third phase was emphasis on employment. The fourth phase, which is now being stressed by many agencies, is emphasis upon the provision of basic needs—housing, food, health care, education—for the world's poor.

During the 1950's and into the 1960's many efforts were made toward institution-building in home economics. The Ford Foundation support of the development of whole new programs in such countries as Egypt, Pakistan, and India are prime examples of this approach. Simon (1956) wrote about the effort in Egypt, noting the intent to prepare professional home economists and leadership among Egyptian homemakers, but also noting that many of the students came from higher social classes since the language of instruction was English.

In 1962 Gant warned,

> My plea is that the institution of home economics be established rapidly enough, . . . effectively enough to help cope with such major external influences on family life as food supply, population pressures, and migration; attention to the refinements of living in a comparatively few communities is simply not enough. The problems are grosser and the solutions must be deeper and more lasting.
>
> This is where foreign assistance comes in—not only in the provision of economic aid in the form of loans and capital grants, but particularly the provision of personnel to help fill gaps, and the education of nationals for the job to be done. But foreign assistance has its greatest challenge in helping the new countries to establish their own educational and development institutions . . . (p. 566).

This view, which is supported by Walker and Houck (1964), of the focus in international activities that needed to be developed was predictive of the basic needs focus of development. This philosophy of cooperation rather than donation of U.S. foreign assistance, particularly regarding the legislation which attends to matters of food supply, developed a decade later. This perspective is not surprising, given the domains of concern of home economics. By 1979 King was stressing that people, not programs or dollars, can improve the quality of life among the world's poor.

From an institution-building approach home economists moved more directly to the basic needs approach than to the rest of the development community. Our profession does not usually control large amounts of capital. However, that reason alone is not as important as is it that our focus has always been on the family unit, where many of the basic needs are felt.

Education of Professionals: One of the sustained concerns has been the education of professionals from other countries, whether in this country or in their own. There has been recognition that often the programs as they exist for U.S. nationals do not always meet the need of international students (Strow, 1960; Rhodes, 1967; Hoffman, 1968; Cebotarev Abell & Strow, 1970; Wybourn, 1971; Axinn, 1980, 1981). The central concern is expressed most directly by Strow and Murry (1964):

> Whether the visitor comes to the United States to study home economics by enrolling in college or to observe home economics in operation in school or Extension Service, she must return home and ultimately direct her educational program toward aiding the village families. Whether her program objectives say she is to prepare herself to teach home economics in a new village or a secondary school, work in social welfare, rural development, Extension Service, or community development, or even conduct research, she must keep her sights on the (women) in her own country (p. 244).

In spite of this concern in 1980, Axinn noted:

> National home economists who have received education in another country must be able to take theories and practices they have learned and adapt them to the culture, the socio-economic level and the educational level of their own countries. They are often unprepared to do this; partly due to the lack of international experience of the faculty of the schools training professional home economists (2nd page).

Axinn suggests ways American professionals can gain this international perspective. The need for this view is clearly supported by O'Toole (1967) and Edwards (1977). In many

ways, it originates in attitudes and is enhanced by experiences either in this country or abroad. Such a view will undoubtedly benefit the education process of self and others regardless of country of origin.

Axinn (1980) and Edwards (1977) also address the educational needs for U.S. home economists who wish to serve abroad. This has always seemed to be a "Catch 22" situation where one could not serve internationally until one had international experience. Where does one begin? Many began their international experience with Peace Corps or as exchange teachers. However, systematic mentoring by internationally experienced home economists of those desirous of entering the arena could be beneficial. Some organizations are beginning to offer internships to provide this critical initial experience.[1] Careful attention to the make-up of teams on projects could insure a balance between internationally experienced and inexperienced home economists.

Information about programs/lifestyles and reciprocal travel/study opportunities: These two aspects of international involvement are presented next to each other because for many home economists they were synonymous. However, for those unable to participate in the actual travel, information about programs and lifestyles has been a feature of the *IFHE Bulletin,* the *Illinois Teacher* and the *Journal of Home Economics.* Such articles appeared in greater numbers in the mid- to late-1960's.

During the late 1950's to the mid-1960's Pundt (1980) reports that travel seminars for home economists called "Family Life Abroad" were held. Most frequently these were in Europe and often in connection with the IFHE Congress. This orientation changed in focus and location to exploring home economics programs, particularly in developing countries, during the 1970's (Morris and Strow, 1974). Many of these contacts had been established through the AHEA International Family Planning Project. Other travel opportunities were available to those who wished to study selected aspects of professional interest such as related industries (Moore, 1961).

A point Axinn (1980) and Kulahci (1981) make is that international experiences are enhanced by reciprocity, that is, an authentically two-way situation. Pundt (1980) documents international visitors to both the AHEA national office and to programs and places of professional interest. Further, she reports that AHEA was involved in providing the United States Information Service (USIS) with a listing of posters and books depicting family life in this country (1980, p. 338). Such materials were to be made available to the citizens of countries where USIS was located.

Involvement with bilateral and international organizations: Perhaps more than any other single avenue, bilateral (i.e., a relationship of only two parties) and international organizations have provided opportunity for home economists to be involved internationally. While a few individuals have worked for United Nations agencies, many have worked for such organizations as U.S. Agency for International Development (USAID), the U.S. Department of Agriculture (USDA), Peace Corps and projects funded by foundations (Parker & Hatcher, 1964; Edwards, 1977). From 1956 to 1981 there has been a great decline in the numbers of home economists directly employed by U.S. government agencies; however, these same agencies may indirectly fund the international activities of the profession. An example of this is USAID which does not employ home economists as it once did, but its continued support of the AHEA International Family Planning Project does assure their international work.

The advent of the Peace Corps in 1961 provided a new philosophy of international activity. This organization was to be "people to people" rather than "government to government" or "association to association." At present there are 139 home economists serving in Peace Corps (Simon, 1981). The estimate of that organization is that in the twenty years of existence there have been 879 home economists directly involved in overseas assignments ranging from teacher education to village workers. The *Journal of Home Economics* has regularly featured the insights of these people. Since there have usually been more requests for home economists than there are volunteers, positions either go unfilled or are filled by someone with related education or experience.

Many universities have had bilateral arrangements with universities in other countries

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[1]One consortium, The South East Consortium for International Development, has initiated just such a program especially for women at their affiliated universities. Title XII is functioning in a similar fashion for many home economists. A critical factor is the composition of the teams sent on projects.

(Mallory, 1969, p. 244). Examples of this are the Oklahoma State University cooperative program with the Government of Pakistan under the auspices of the Ford Foundation, University of Tennessee in India, and Iowa State University in India. The Title XII Amendment to the Foreign Assistance Act of 1975 in establishing a collaborative mode to meet world hunger problems set the stage for new bilateral arrangements. These new relationships involve and will continue to involve home economists in their traditional areas of competence and also as professionals who know and understand the particular problems of women in the development process. Such bilateral arrangements are likely to involve reciprocity, rather than a one-way relationship.

Support of Professional Associations: While professional associations and a profession are not necessarily synonymous, particularly in home economics where association membership has often been a dismally low percentage of the possible total, such organizations do serve important functions. They frequently provide the view that the public sees. They are the managed and managing sector of the profession that represents and speaks for members as well as provides services to them.

Throughout the years it has been possible for home economics associations in other countries to affiliate with AHEA. Pundt (1980) regularly reports new affiliates. For example, in 1961 the *Journal of Home Economics* provided sketches of five such affiliates (Holland, 1961).

Two of the by-products of the international Family Planning Project were (1) initiation and support of professional associations in developing countries and (2) subsequent strengthening of IFHE.[2] The project was designed as a "profession to profession" entity. In many countries where there were home economists, associations had not yet formed, while in others associations existed without clear-cut programs. The in-country activities planned by the local home economists became a *raison d'etre* for these organizations. Project funds were also directed toward the affiliation of these new or previous associations with the International Federation for Home Economics (IFHE). Consequently from about 1972 IFHE membership greatly increased not only in sheer numbers but also in terms of countries represented.

For some time IFHE has had consultative status with UNESCO. This preferred status with UN agencies means that the organization in question may be called upon for counsel, can be involved in activities such as conferences and can complete projects for the organization. For many years this arrangement principally involved European home economists with proximity to Paris. However, in 1977 Ruth Norman was appointed by IFHE to be the home economics United Nations representative to UNICEF and the Economic and Social Council of the United Nations. Early in 1981, largely through the effort of Norman, the consultative status was changed from roster status to category two, thereby permitting a closer relationship.

As one views IFHE and United States home economists, in the quarter century which we are focusing upon, there has been evidence of increased global perspective and greater politicization of that organization. Perhaps one of the best single evidences of these trends is the IFHE statement prepared for the Mid-Decade World Conference on Women held in Copenhagen, July 1980. This was one of the first times such an opportunity had been used to inform the world leaders about the profession and its concerns.

The View from Outside

It is important for home economists to be aware of what is happening internationally in their profession. Likewise it is relevant to know how others see our efforts, for many of the people moved to speak about international role are those with whom we must collaborate.

Cebotarev, a sociologist, makes the following observation:

> Home economics programs today generally fail to instill their graduates with a sense of identity or to project a well-defined public image, both of which are indispensable if home economics is to be established in its own right, with a clear demarcation between it and the other "helping" disciplines such as social work or community development. It is this regrettable situation which leads to the lack of political support for and to the questioning of the value and place of home economics in national educational and development efforts. At present, home economics is being

[2]Here I am relying on personal experience rather than printed sources.—Murray

> unfairly appraised on the basis of what it was not able to achieve for a variety of reasons, many lying outside the discipline *per se*, rather than as most development-related projects are, on what it could accomplish if the proper focus and support were forthcoming (1979, p. 123).

What, then, is the nature of this "unfair appraisal"? Probably the biggest single criticism of home economics by those outside the field is what they perceive to be our focus upon and support of traditional female roles. Semler (1981) challenges the profession to examine where we stand relative to women's liberation. Lele (1975), Newland (1979), Figueroa (1976), and Michelwait et al. (1976) all note that home economics programs can be important if they are not perpetuating traditional sexual stereotypes and if they are not the only training options offered to women or are offered only to women.

As Lele (1975) notes:

> Of course, improving nutritional value in food preparation, fostering hygienic practices, introducing means to conserve labor in the home, and so forth are of significant social and economic value and should not be abandoned in most cases. However, there is a need to supplement beneficial home-related programs with efforts to preserve or to improve upon women's more strictly economic functions (p. 77).

To this observation Cebotarev (1980) adds that home economics programs must recognize that domestic and nurturing activities are but two of many presses upon women particularly in developing countries. Therefore, programs must strive to make these responsibilities less burdensome for women.

Chaney (1980), in her analysis of the strengths and weaknesses of home economists in international work, concludes:

> Internationally, home economists have been at work for a long time; they've built up a body of accepted knowledge; they're "legitimate." They are going to be called upon, and I'm really only trying to say that what they have to give can be better, without detracting from the fact that there is a legitimacy about the profession and a body of knowledge that everyone respects, all over the world (p. 66).

The challenge to us in the next quarter century is to improve upon our knowledge and strategies and to enhance the global perspective within our profession whether at home or in another country.

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A Guidebook for Teaching Family Living—A Review, Lynne A. DeSpelder and Nathalie Prettyman, Allyn and Bacon Inc., 1980. $16.95

The development of this guidebook is based on the principle that instruction is more meaningful when students are guided to apply it to their own lives. *A Guidebook for Teaching Family Living* is more than a handbook of teaching strategies. Consideration is given to how teachers can effectively identify and plan content in a course designed to meet ever-changing student needs. A useful annotated bibliography follows each chapter. Current resources useful in planning the family living program are identified. Also included are resources dealing more specifically with family living concepts such as family patterns, values, communication, making role choices, and human sexuality. The authors also suggest approaches to developing an atmosphere of openness and trust, vital to effective teaching in the family living classroom.

A feature that makes this guidebook more useful than some, is that learning experiences are presented in the context of the family living concepts which they are designed to teach. The specific behavior objectives which the learning experiences are designed to meet are also identified. Paper-and-pencil exercises used to accomplish certain learning activities are presented in easy-to-reproduce, full-page formats in the appendix.

Teachers searching for new approaches to re-vitalize their teaching and their students' interests should find *A Guidebook for Teaching Family Living* a useful addition to their teaching library.

—Lynda Cooper Harriman

ENERGY EFFICIENT INTERIOR DESIGN:

A Videotape Series and Teacher's Guide for Home Economics

Barbara A. Flannery
Instructor, Housing and Home Furnishings
Department of Home Economics
University of Minnesota
Duluth, Minnesota

The Importance of Energy Education

Energy conservation in the home has received widespread attention in recent years. Consumer interest in the specific area of energy efficient interior design has been increasing for a number of reasons, including the following.

- Many of us are affected by rising energy costs and are looking for ways to cut energy consumption.
- The conservation of our natural resources is an important environmental concern.
- Many households have weatherized their homes structurally by insulating, caulking, weatherstripping, and installing storm windows, and are looking for further ways to reduce energy consumption.
- We are seeing from results of current research that interior design, such as the type of window treatments used, can have an impact on energy usage in a household.
- Many energy efficient interior design solutions are low-cost or no-cost ideas, that are easily incorporated into the home.

Because of increased interest in energy efficient interior design, home economics teachers and other energy educators have a responsibility to present information on energy efficiency so that consumers can make informed choices when comparing products and evaluating advertising claims. Housing and interior design classes are ideal for incorporating this information at the secondary level.

The three-part videotape series "Energy Efficient Interior Design" and corresponding teacher's guide are designed to help give students a broad base of information on energy efficient interior design on which to make sound consumer choices.

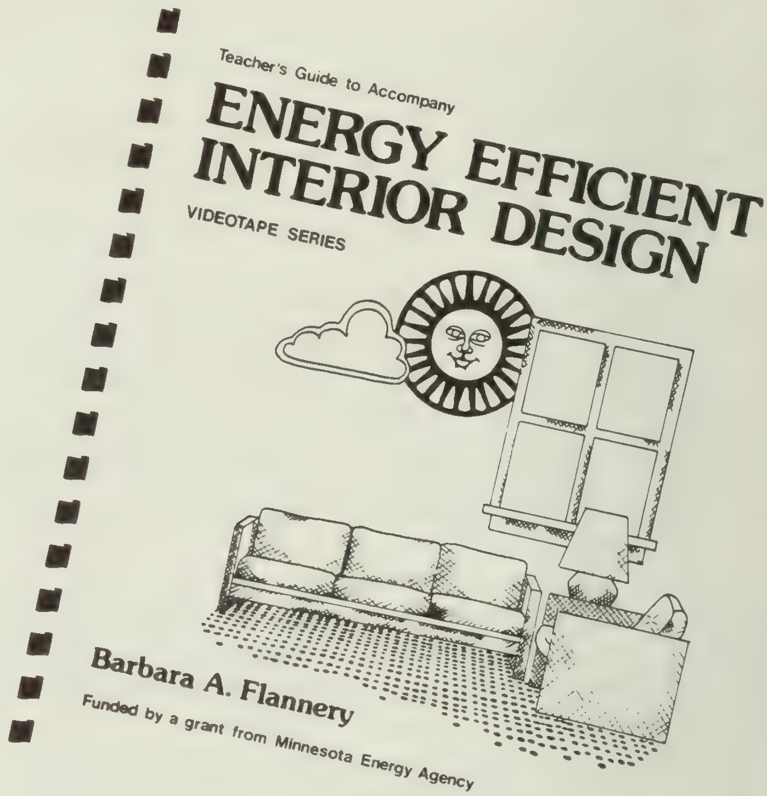
We produced a videotape series and teacher's guide under a $1500 grant from the Minnesota Energy Agency. Prior to the development of the series, we established an advisory committee composed of teachers and energy educators to review content ideas and materials. In addition, a preliminary survey was given to 52 vocational home economics teachers at several in-service workshops to secure feedback on appropriate classroom formats and techniques for presenting the content material. Results of the survey revealed the following information.

1. All of the teachers except one said that they would use materials on energy efficient interior design in their classes if materials were available.
2. Videotape equipment for use in the classroom was available to 83 percent of the teachers interviewed.
3. Most of the teachers surveyed preferred three 20-minute tapes instead of four 15-minute tapes.
4. Ratings in order of importance for topics to be included in the classroom among teachers surveyed were a) window treatments, b) design elements, c) furniture and furniture placement, d) residential lighting, and e) floor coverings.
5. Ratings in order of importance for topics in terms of personal interest among teachers surveyed were a) window treatments, b) furniture and furniture placement and design elements (tied), c) floor coverings, and d) residential lighting.
6. Rankings in order of importance of what corresponding written materials the teachers felt would be most useful were: a) classroom activities, b) project ideas, c) discussion questions, d) important ideas, e) objectives, f) bibliography, and g) test questions.

Results of the survey and feedback from the advisory committee culminated in the production of three 20-minute videotapes and a comprehensive corresponding teacher's guide.

Using the Videotape Series

The three 20-minute videotapes included in the series are: (1) Energy Efficient Window Treatments; (2) Energy Efficient Floor Coverings, Furniture and Furniture Placement, and Use of Design Elements; and (3) Residential Lighting. The videotapes, which were produced at the University of Minnesota Media Resources Center, may be used independently or together in a housing or interior design unit. The videotapes are designed for use by home economics teachers at the secondary level, and are appropriate for postsecondary and adult groups as well. In addition to classroom use, the series has been used by extension personnel, social services staff, and local utility companies.



The videotapes and teacher's guide are available on free loan from:

Minnesota Curriculum Services Center (MCSC)
3554 White Bear Avenue
White Bear Lake, MN 55110

The videotapes may be purchased at the above address for $60 for the set. Cost of the teacher's guide from MCSC is $3.75.

Using the Teacher's Guide

The 69-page teacher's guide to accompany the videotape series has been developed to allow the teacher the greatest possible flexibility and ease of use. The guide is designed so that the teacher can use all or any part of it. Each videotape has a separate, color coded section in the guide. Included for each videotape are major ideas, the unit objective, specific objectives, terminology, guest speaker and field trip ideas, classroom activities and project ideas, assignment sheets, and sample test questions. Many of the guest speaker, field trip ideas, classroom activity and project ideas have corresponding assignment sheets. The assignment sheets have been designed so that the teacher has a variety of choices of appropriate student activities for increased flexibility in program planning.

In addition to specific sections for use with each of the videotapes, the teacher's guide includes a listing of selected references that were chosen for inclusion in the list because of their particular relevance to home economics curriculum. Included are curriculum guides, film lists, slide sets, bibliographies, free government and industry publications, and listings of regional and national resources related to energy education. Some of the listings deal specifically with energy efficient interior design; others are broad energy references that examine many facets of energy use.

Excerpts From the Teacher's Guide

Overall Series Objective. After completion of this series, the student should be able to evaluate products related to several areas of interior design that are used to increase the energy efficiency of the home, and to recognize the potential for energy savings in specific interior design treatments.

Assignment Sheets. The following are several examples of assignment sheets that are included in the teacher's guide. All assignment sheets in the guide are ready to duplicate and distribute to students.

Window Treatments

Kind of room (kitchen, bedroom, etc.) ______________________

Number of Windows ______________________

Orientation	Description of window treatment	Is it energy conserving?	Suggestions and/or modifications for improvements
Window 1			
Window 2			
Window 3			
Window 4			

Floor Coverings

In this assignment, you will be answering the following questions about each room in your home and evaluating the kinds of floor coverings that are used in terms of energy efficiency.

1. What kind of room is it? (kitchen, bedroom, etc.) ______________________
2. What is the orientation of room?
3. What kind of floor covering is used? (carpeting, wood, area rug, vinyl, etc.) ____________
4. If the room is carpeted, what kind of weave is the carpet? ______________________

   What type of fiber is used? ______________________

   Is there a carpet pad under the carpet? ______________________
5. What could you do to increase the energy efficiency of the floor coverings in the room? ________

   ____

Furniture

On our field trip to a furniture store, we will be seeing furniture styles and upholstery fabrics that would contribute to energy efficiency in the home. During our visit, make a list of the furniture that you see that you think would be energy efficient, and check the attributes of the piece that makes it energy efficient. We will be discussing the checklist during our next class period.

Why is it energy efficient? (Check all those that apply)				
Kind of furniture Size	Shape	Color	Upholstery fabric	Other

Furniture Placement

The arrangement of furniture in a space can affect how warm or cool a space will feel to a person. Using the classroom and existing furniture:

1. Draw a floor plan of the existing room arrangement.
2. Draw a second floor plan of the space, showing a "cool" arrangement.
3. Draw a third floor plan of the space, showing a "warm" arrangement.

Design Elements—Color and Texture

Select and mount four upholstery samples of different fabrics. Discuss appropriate seasonal uses and the energy conserving potential of each, using the following questions as guidelines.

Mount sample #1 here

1. Is the texture of the sample warm or cool? ____________________

2. Would the texture of the sample be more appropriate for winter or summer use? __________

3. Is (are) the color(s) of the sample warm or cool? ____________________

4. Would the color(s) of the sample be more appropriate for winter or summer use? __________

Lighting

In this assignment you will be evaluating the lighting design in your own home. For each room in your home, list the following information.

Lighting Evaluation

1. Kind of room (bedroom, kitchen, etc.) ____________________

Number of light fixtures ____________________

	Incandescent or Fluorescent?	Ceiling mounted, ceiling recessed or portable?	Purpose: General, task &/or aesthetic?	Description of lamp & luminaire
Fixture 1 Fixture 2 Fixture 3				

2. Does the lighting design in the home provide adequate lighting for activities performed there?
3. What changes, additions, or deletions would you recommend for the lighting design in the home?

SELECTED REFERENCES

Coon, Herbert L. & Alexander, Michele Y. *Energy activities for the classroom.* The Ohio State University, 1200 Chambers Road, Columbus, Ohio 43212. Arranged by grade level and subject related areas.

Department of Natural Resources. "Energy film loans." Energy Film Loans, Box 46, Bureau of I & E, Department of Natural Resources, Centennial Office Building, 658 Cedar, St. Paul, MN 55155. Listing of free 16 mm and 35 mm films that are available for classroom use.

"Energy and education newsletter" (curriculum materials, free materials, etc.)—direct subscription requests to: Mary T. McGuire, Editor, "Energy and Education," National Science Teachers Association, 1742 Connecticut Avenue, Northwest, Washington, DC 20009.

General Electric. "The light book." Available from General Electric Lighting Institute, Nela Park, Cleveland, Ohio 44112. (free) Very good lighting reference. Available in quantities.

General Electric. "Slide lecture series list." General Electric Lighting Institute Nela Park, Cleveland, Ohio 44112. Slide sets cover a variety of topics, including residential lighting, landscape lighting, study lighting, school lighting, and lighting and energy management. Slide sets may be rented or purchased. Purchase costs vary from $4.50 to $47.50 per set.

Minnesota Energy Agency. *Energy education materials bibliography update.* Minnesota Energy Agency, 980 American Center Building, 150 East Kellogg Boulevard, St. Paul, MN 55101 (800-652-9747). Includes titles, descriptions, addresses, and cost and other information of a number of energy education sources.

Minnesota Energy Agency. *How much energy and money can you save in your home? - homeowner's workbook.* Minnesota Energy Agency Information Center, Minnesota Energy Agency, 980 American Center Building, 150 East Kellogg Boulevard, St. Paul, MN 55101. May be adapted for student activities related to energy.

Minnesota Energy Agency. "Minnesota energy education newsletter." Minnesota Energy Agency, Information and Education Division, 980 American Center Building, 150 East Kellogg Boulevard, St. Paul, MN 55101.

Minnesota Home Economics Association. *Energy resource handbook.* Spring, 1977. Includes sections on books, periodicals, pamphlets, teaching materials, films, tours, and speaker ideas.

Minnesota State Department of Education. *Concepts in energy education.* Minnesota State Department of Education, Division of Instruction, Elementary and Secondary Education Section, Revised December, 1978. Includes an outline of basic energy concepts and national and regional energy use statistics.

Sylvania Lighting Center. "Bright ideas for recessed lighting." Sylvania Lighting Center, 100 Endicott St., Danvers, Mass. 01923. (free) Good guide for ideas for using recessed lighting appropriately.

Agricultural Extension Service. Numerous publications and staff expertise are available at the county and state levels. For more information, contact your county extension office or the Agricultural Extension Service.

University of Tennessee, Environment Center and College of Home Economics. *Energy conservation in the home—an energy education/conservation curriculum guide for home economics teachers.* Prepared for the Energy Research and Development Administration, Washington, DC 20545. 1977.

(continued on bottom of page 195)

Enter the TV Debate

Carol Wheeler
Assistant Professor
Department of Human
Development and
Consumer Sciences
University of Houston

How do you feel about TV? After teaching all day, do you enjoy sitting down with your feet up, relaxing, while watching the Monday night movie? Do you think that your children and your students watch too much TV? Do some of your students stay home from school to catch up with their favorite "soaps"?

THE TV DEBATE

The TV debate is complex. The impact of television on individual and family life is diverse. The breadth of the home economics curriculum allows for examination of all sides of the issue. Some individuals strongly advocate halting all use of television. Others advocate wise use of television by teaching TV viewing skills. A third group has decided to stop fighting TV and advocates its use as a means to teach a subject and supply examples or illustrations to course content.

The critics of television have focused on two broad categories: displacement effects and content effects. Displacement effects are concerned with what activities are omitted when one watches TV. Content effects relate to the influence of particular types of program material on attitudes, values, thinking, knowledge, and behavior.

Displacement Effects

Marie Winn in *The Plug-In Drug* addresses the displacement effect. She maintains that the problem is the television *experience* and not what you watch. The television experience hinders the child's personal development and reduces opportunities for children to work out their basic family relationships. She states that "television has a destructive effect on family life, diminishing its richness and variety."[1] Television has changed family rituals—mealtimes, bedtime, and holidays. "Efforts to make television more attractive to parents and children by improving programming can only lead to the increased reliance of parents upon television as a babysitter, and the increased bondage of children to their television sets."[2] Television has facilitated parental withdrawal from an active role in the socialization of their children. Many parents use TV as a sedative for their preschool children. Families need to control television use severely or "unplug" it entirely.

[1]Marie Winn, *The Plug-In Drug* (New York: The Viking Press, 1978), p. 7.
[2]*Ibid.*

(Continued from page 194)

U.S. Department of Energy. "Lighting." DOE Technical Information Center, P.O. Box 62, Oak Ridge, Tennessee 37830. One of many free publications available from this address. Can order quantities for classroom distribution.

U.S. Department of Energy. "Tips for energy savers." DOE Technical Information Center, P.O. Box 62, Oak Ridge, Tennessee 37830. One of many free publications available from this address. Can order quantities for classroom distribution.

U.S. Dept. of Housing and Urban Development. *In the bank—or up the chimney? A dollar and cents guide to energy-saving home improvements.* 1975. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Stock Number 023-000-00297-3, Catalog Number HH 1.6/3: EN 2/3. Good teacher reference.

Window Shade News Bureau. "Up with window shades, down with energy costs." Window Shade News Bureau. 6 East 43rd Street, New York, New York 10017. (free) Information on how window shades can be used to cut energy consumption.

Content Effects

Concern for the content effects of television have centered on three issues: violence, commercials and children, and stereotyping.

Violence. The amount of violence in adult and children's programs has been addressed by researchers, the Congress, and the Surgeon General. Data have suggested that children learn and retain new aggressive behaviors and spontaneously imitate this behavior learned from television.[3] Aggressive children became significantly more aggressive as a result of viewing *Batman* and *Superman* cartoons.[4] Those who watched "pro-social" programs improved their observation of rules, tolerance of delays and persistence at tasks. Another researcher found that children who viewed the aggressive program demonstrated a greater willingness to hurt another child.

Commercials and Children. The Federal Trade Commission has recommended a ban on advertising directed at children under eight, on advertising high-sugared products to children eight to eleven and a requirement that advertisers fund nutritional counter-ads.[5] Many mothers and some researchers agree that food commercials directly influence children's food preferences. In one study ninety percent of the adults surveyed were asked by their children to buy products advertised on television.[6] The children were reported to influence the buying decision in 60-70 percent of the instances. The FTC staff report concluded that children under eight can't distinguish between programs and ads.[7]

Stereotyping. What is television telling us about the world we live in? There are all kinds of families portrayed on TV, but there is often a big difference between TV families and real families. All of their major problems are solved in 30 to 60 minutes and sometimes they are solved with violence. Ernest Dunbar said that what blacks see on television has little resemblance to black life. "The kinds of black people on TV are largely the creation of white writers, who shape their black characters to fit Middle America's stereotyped notions about blacks. . . .[8] The same can be said for the portrayal of women. Most women characters on TV are full-time homemakers or shown in a limited number of low status occupations which do not reflect the diversity of women's roles.

TV IN THE HOME ECONOMICS CURRICULUM

Illustrations of how the TV debate can be related to two home economics curriculum areas will be described. The curriculum areas are child development and personal and family relations.

Child Development

Television has the potential for both positive and negative influence on children. How it affects children depends on how it is used. Parents need to regulate a child's TV viewing. Mediation techniques are quite successful in softening harmful effects of a TV program and/or enhancing the learning experience provided by a program.

Regulating a Child's TV Viewing. Conscientious parents don't let their children talk to strangers. However, many parents let the electronic "stranger" talk to their children without restrictions.[9] Parents need to control the content and place a limitation on when and how much TV children watch.

Mediation Techniques. Research has shown that three types of mediation techniques are successful in softening harmful effects and enhancing educational experiences of television programs:[10] direct mediation, indirect mediation, and the spring board technique. To use them, parents need to watch TV programs with their children.

Direct mediation may be an explanation or value judgment. It could be "It certainly was nice of Ernie to share his cookie with Bert. Sharing isn't easy, but it made Bert happy."

Indirect mediation is more subtle. Thus, comments are made to other persons in the room, rather than preaching to the child. Parents can discuss what they like and dislike about a program and their reasons. The child is not being told directly but is being exposed to family values.

The springboard technique takes an issue from a program and develops it further. Parents sometimes have difficulties in initiating topics on cheating, stealing, premarital sex, where babies come from, or lying. However, alert parents can use the content of TV programs to initiate discussions on these topics.

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[3]Gerald S. Liebert, John M. Neal, and Emily S. Davidson, *The Early Window: Effects of Television on Children and Youth* (New York: Pergamon Press, 1973).

[4]John P. Murray, "Television and Violence: Implications of the Surgeon General's Research Programme," In Ray Brown ed., *Children and Television* (Beverly Hills, California: Sage Publications, Ind., 1976).

[5]Ellen Goodman, "Government Nose in the Proper Place in Scrutinizing TV Ads for Kids," *Houston Post,* May 7, 1978.

[6]Arnold Arnold, *Violence and Your Child* (Chicago: Henry Ragnery Company, 1969).

[7]Jerry Manden, "Brainwatching," *New Times,* January 8, 1979, pp. 49-51.

[8]Ernest Dunbar, "Black-on White TV," In Joseph Fletcher Littell ed., *Coping With Television* (Evanston, Illinois: McDougal, Littell & Company, 1976), p. 123.

[9]"Television: A Family Focus-For Parents Only—Learning to Use TV," Southwest Educational Development Laboratory, Austin, Texas.

[10]*Ibid.*

Classroom Activities. A. Students could analyze different television programs to determine the appropriateness for children at various age levels. Before students view the programs, they need criteria for judgment which they can help to develop, e.g., the number of violent acts, racial and sexual stereotyping, and the educational or social value. Evelyn Kay has suggested these guiding questions.[11]

1. Does it add to one's understanding and appreciation of oneself, others and the world?
2. Does it encourage worthwhile ideals, values, and beliefs?
3. Does the program stimulate constructive activities?
4. Does it have artistic qualities?
5. Is there a clear differentiation between fantasy and fact?

After the students have analyzed various programs, they might develop a list of recommended programs for various ages of children.

Your students may be interested in a class project on violence or racial or sexual stereotyping. After individual research from a variety of resources, debates can evolve. Panel discussions by individuals with varying viewpoints can spark school-wide involvement. A letter writing campaign to local stations may influence changes in programming.

B. Television viewing is a passive activity and children need to be actively exploring the world around them. Groups of students could brainstorm alternative activities for children's artistic, emotional, intellectual, and physical growth.

C. Students can be led to realize how much TV they are watching by having them write down their normal viewing schedule. Research has revealed that both parents and children frequently misjudge the amount of time they spend watching TV.[12] A unit on child development could be concluded by developing a weekly schedule of TV watching along with other activities which foster healthy development of a child at a particular age level.

D. The students could watch segments of children's programs and compose direct, indirect, and springboard comments. Often, teenagers are hesitant in initiating questions about their concerns. They, too, could use TV programs to initiate conversations with their parents.

E. Mediation techniques can also be used to combat TV commercials. Many parents will agree that TV commercials directly affect children's wants. To help children understand commercials they see daily, parents need to understand how children learn and what they can understand at different ages. Parents need to know the various persuasive techniques used on commercials.

Parents can be an excellent resource. Students could develop a survey for parents asking them about the influence of commercials on their children. Is this a problem in their family? How do they handle this problem?

To illustrate the problem of food commercials on children's programs, students could write down a list of foods advertised on Saturday morning TV. Students could try to make a well-balanced meal from this list.[13] Do any of the programs or commercials mention nutrition? The students could write nutritional commercials and dramatize them.

What are the effects of commercials on your students and their parents? Do viewers believe the claims of manufacturers? Can students identify the persuasive technique used in advertisements? Students could write and produce their own commercials at the end of the unit.

A recent approach in advertisements is to compare products. One diaper is shown to be better than others. A headache remedy has the same effects but costs less than another brand. Do your students believe these claims? Are the tests related to satisfaction with actual use? You can replicate some of these tests in the classroom. Students can help design other tests to compare similar products.

Personal and Family Relations

People learn about themselves and others from television. TV can also limit personal development and interaction between individuals and among family members. These two broad topics are important to include in the personal and family relations curriculum unit.

Learning about People and Families. We learn about people and families from TV programs and commercials. Although there is a wide variety of people and families portrayed on TV, there is often a difference between real people and TV characters.

Classroom Activities. A. Students could become aware of the differences between TV portrayals and reality by discussing these questions: 1) Are TV characters like real people?

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[11] Evelyn Kay, *The Family Guide to Children's Television* (New York: Pantheon Books, 1974).

[12] "Training Manual," Southwest Educational Development Laboratory, Austin, Texas.

2) Do your mom and dad look, dress, talk, and act like TV moms and dads?[13] 3) How do characters and families solve their problems? Have you ever tried to solve a problem like a character on a TV program?

B. The occupations of favorite characters and how they combine the roles of wage-earner, homemaker, and parent deserve special treatment. This topic could begin with a survey of various popular characters and their occupations and observations of who is shown doing the housework and caring for the children. What kinds of jobs do women have? Blacks? White males? Chicanos? Orientals? Children? Which job seen on TV would you like most? Is it a realistic portrayal? Perhaps a field trip or a guest speaker could add reality to your class discussion.

C. Students could describe the personality, values, likes, and goals of their favorite TV characters and tell why they like them.

D. Teachers can illustrate life styles and stages in the family life cycle with characters in popular programs. Students could describe some conflicts which are characteristic of particular stages in the life cycle. Compare and contrast different cultural and socioeconomic life styles on television. Are these differences real or stereotypes? Consider how special events are handled by different families. Various programs portray life in different time periods. Would you handle a particular problem in the same way as the Waltons? Are some values important at all times? How have the roles of men, women, and children changed over time? Television programs can help illustrate these changes.

Limiting Personal Development and Interaction. Is television viewing an isolated independent activity or does it foster interaction? Some researchers have found that television viewers are engaged in other activities like eating, playing, and talking.[14] Others say that television fosters isolation. Both can be true. Do your students feel that television fosters isolation or interaction in *their* lives?

Classroom Activities. A. Discuss: How much time are students watching TV? What activities would they engage in if they weren't watching TV? Does TV interfere with their reading, homework, sleep, going to movies, or social events? Could they give up TV for a week?

B. A study reported that 60 percent of U.S. families have changed their sleeping habits and 55 percent have changed eating habits because of TV.[15] How does television influence your students' family activities? Do parents excuse themselves from family picnics to watch Sunday football games? Do children object to family outings because of Saturday morning cartoons? Do your students' families schedule meals and bedtime according to television programs? Evaluate this influence on healthy family development. Using mediation techniques can improve family interaction.

C. Could your students' families give up TV for a week and plan activities to increase interaction? It could be an interesting FHA-HERO activity. A less drastic project could be for your students to develop a TV viewing plan with their families which includes group family activities that replace some of their previous TV time.

SUMMARY

Television is a form of entertainment and relaxation. Analyzing what is watched can be an educationally enriching experience. Special television programs can be viewed during the class period. Class and FHA-HERO projects can focus on abuses and benefits of television. Adult education programs can center on helping parents benefit from and cope with television. The possibilities are unlimited. Because television is such an important aspect of individual and family life today, it belongs in the home economics curriculum.

NOTE: Information and materials for Critical Television Viewing Skills Project can be obtained from: Dr. Charles R Corder-Bolz, Division of Learning and Media Research, Southwest Educational Development Laboratory, 211 East Seventh St., Austin, Texas 78701

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[13] Anne Marie Marshall, "Suzie Makes the Menu," Southwest Educational Development Laboratory, Austin, Texas.

[14] "Television: A Family Focus—Putting TV in Perspective," Southwest Educational Development Laboratory, Austin, Texas.

[15] Douglas Cater and Stephen Strickland, *TV Violence and the Child* (New York: Russell Sage Foundation, 1975).

The Impact of Computer Technology on the Family

Anne Wiseman Bailey
Department of Home Economics and Consumer Sciences
Miami University
Oxford, Ohio

It is the year 2000 A.D. The family sits down to dinner. The menu for the meal has been programmed to meet the individual dietary needs of family members. After dinner, the family members program their expenditures of the day into the family's home computer. Any income received that day also is recorded. Instantly the family can obtain a reading on its bank account balance. It also can check on the status of its financial investments, including how much interest has been earned on a savings account or the growth in market value of corporate stocks owned over the last few months. Later in the evening, a parent may insert a disk or cassette tape with a math learning exercise on it into the computer. This will be used by 10-year-old Johnny, who has been having some difficulty at school with long division. The program is fun for him and he can receive instant results of his efforts on the monitor. Later the family members can play a game using their computer. They also might run a quick check on which of their relatives may have a birthday or anniversary that month and what gift they gave that person last year. Does all this sound far-fetched? Actually, it is all possible today. Computers designed for the home already are in use in over 250,000 U.S. homes and it is predicted that this number will grow to half a million by the end of 1981 (5, p. 20). This may well bring about significant changes in the way Americans live, work, plan, and buy. In addition, computer technology is being used throughout the world in many other ways which have both direct and indirect effects on households.

The use of computer technology has, during the last decade, grown considerably. Most bills and payments are processed by computers. Inventories in the retail outlets where people shop are maintained by computers. Many banking processes and procedures are conducted by means of computers. The majority of these processes affect the consumer indirectly. The computer is, however, increasingly affecting individuals and families more directly. For example, many consumers are purchasing their own home computers to program various household and personal financial operations and, in addition, to provide unique, clever, and educational forms of family recreation in the home. It also is possible, once basic programming techniques are learned, to develop special programs for individual family members. These might include a math learning package for a fifth grader or a lesson in language skills for a third grader. It might include a special diet programmed for a family member with a health or nutritional problem. Another important use of the household computer is its place in programming financial records and forecasting future financial needs and income. At the present time, the U.S. is experiencing rapidly escalating prices and diminishing resources. These problems make family financial planning more difficult and more important.

Potential Uses and Effects of Computer Technology on Home and Family Life

First, computer technology is used outside the home, in businesses and financial institutions. The newest way to bank and buy is by EFT, electronic fund transfers. This process makes use of computers and electronic technology as a substitute for checks and other forms of banking. This system includes the following services (1, pp. 2-4):

Automated Teller Machines or 24-Hour Tellers are electronic terminals which permit one to bank at almost any time of the day or night. Generally, one inserts a special EFT card and enters his own secret personal identification number (PIN) to withdraw cash, make deposits, or transfer funds between accounts.

Pay-by-Phone Systems permit one to telephone his/her bank (or other financial institution) and instruct it to pay certain bills or to transfer funds between accounts.

Direct Deposits or Withdrawals allow one to authorize specific deposits, such as paychecks and social security checks, to his/her account on a regular basis. One also can arrange to have recurring bills such as insurance premiums and utility bills paid automatically.

Point-of-Sale Transfers lets one pay for retail purchases with an EFT card. This is

similar to using a credit card with one important exception: the money for the purchase is immediately transferred from the bank account to the store's account. These EFT cards also may be used to authorize check cashing.

The consumer also has certain rights and responsibilities related to the use of EFT. These include:

A Lack of Stop Payment Privileges. When one uses an EFT, the federal EFT law gives him/her no right to stop payment. If the purchase is defective or if one's order isn't delivered, it is up to the consumer to resolve the problem and get his/her money back.

However, if the consumer has arranged in advance for bills to be paid regularly out of his/her account, s/he can stop payment by notifying the bank within three business days before the scheduled transfer.

The Ability to Correct Errors. Each time one initiates an EFT at a terminal (automated teller machines or point-of-sale transfers), s/he will get a written receipt. Periodic statements also must be issued for all EFT's. One has 60 days from the date a problem or error appears on the periodic statement or terminal receipt to notify the bank.

Provisions for Lost or Stolen EFT Cards. According to law, one cannot lose more than $50 if his/her *credit* card is lost or stolen. But if someone uses his/her *EFT* card without his/her permission, s/he can lose much more. If one's EFT card is lost or stolen, s/he should notify the bank within two business days after discovering the card is missing. S/he will then lose no more than $50 if someone else uses the card. If s/he does not notify the bank within two business days, and the card is used, s/he can lose as much as $500.

It is important for the consumer to keep records of all transactions and receipts. It is also important for him/her to check the monthly or periodic statement. If it shows unauthorized transactions, the bank should be notified within 60 days after the statement was mailed.

The major disadvantage to the consumer of using EFT is that transactions occur instantly. There is, therefore, the "loss of float" or the loss of the time span between buying and paying. Money is transferred immediately from the buyer's account to the seller's account. Another disadvantage is that the consumer must keep careful records of his/her expenditures as s/he proceeds on a shopping trip, in order not to spend more than is available in his/her account.

Computers also are being used by individuals and families at home. A home computer is a tool which may help people better manage home finances and household equipment. It can be used to store vast quantities of information in a small space. It can retrieve information quickly and use this information to project, create, and plan, all in seconds. One can purchase pre-developed programs or, after learning how to program, produce one's own programs. The home computer may be used as a learning tool and as a source of recreation.

The home computer consists of hardware and software. The hardware includes the devices that perform the computer's functions. These include a monitor, a keyboard (much like that of an electric typewriter), and a portable cassette tape recorder or small box-like disk drive. The monitor resembles a television set. With some computers, a regular television set may be used. The keyboard is used for controlling the computer and for data entry. A cassette recorder and cassette tapes or the disk drive and disks, or both, may be used. A disk drive is quicker and easier to use than a cassette recorder. The monitor may be a black and white television set, although a color TV may be better, since some of the available games and educational packages use color.

The software consists of the programs which store the computer's instructions and the information which has been put into the computer. For example, a cassette tape is used with a portable cassette tape recorder. Plastic disks (like small flexible phonograph records) are used with the disk drive. Some computers also use cartridges. These basic elements can be purchased for $500 to $2500, either as a single unit or as separate components.

There are a number of add-ons which may be purchased. One of these is a printer that will produce a printout of any stored data. This device may cost from $500 to $2,000. The use of print-outs allows the family to file the results of computerized activities, such as a list of the items kept in a safety deposit box. One can then glance at the printout to see what is presently located in the box. As items are removed from or added to the safety deposit box, this electronic list can be easily edited. Thus, the disk or tape will change and a new printout will be made, to replace the earlier printout.

A modem, costing approximately $100 to $300 allows one to connect the home computer to data banks by telephone. Pre-recorded software programs also may be purchased in the

form of cassette tapes, cartridges, or disks. Prices for these range from $8 to $50 for a game, up to $150 for more complex programs.

The tasks which a home computer can perform are many. For example, it can store all the household's financial information and can help one balance bank accounts, establish budgets, compute income taxes, and keep financial records of income received, checks written, debts incurred, investments made, and other purchases made.

The computer can store other records also, such as important family dates (birthdays), appointments, due dates for bills, and the dates when securities such as certificates of deposit or bonds mature. Recipes and menus can be stored in the computer and can be adjusted to accommodate different sized groups. Programs to learn a foreign language or study art or music can be purchased.

One also may buy a device to be used to control the temperature settings of heating and cooling systems for different times of the day or night. Another device may assist with maintaining home security. With this, the computer monitors sensors which are installed in the house and then warns the family of fire or break-ins.

Another add-on allows one to hook up the home computer to one's telephone and use the computer as a newspaper, magazine, or post office. For a low hourly fee, one can receive programs from the Associated Press, current stock prices, and information on new products on the market. This device might allow a family to learn about scenic places to visit in New Mexico or motels located in or near Taos. It might be used by a child who is writing a term paper on the geography of South America.

Impact on Household and Families

Computers have had and will continue to have an impact on households and families. According to Alvin Toffler, in his newest book, *The Third Wave*, the computer is a major factor in the changing world. He writes that the "first wave" of change for man was that of the agricultural revolution of 10,000 years ago. The "second wave" was the industrial revolution of 300 years ago. He believes that the "third wave" will bring many opportunities for a better life for people. The computer will revolutionize homes in a number of ways. It will permit a decentralization and de-urbanization of production. It will change the character of work and the location of work, shifting millions of jobs out of factories and offices into which the "second wave" swept them, back to where they came from originally, the home. The computer will make possible a return to cottage industry on a new electronic basis and, with it, a new emphasis on the home as the center of society.

There are a number of reasons why this might be possible. First, the number of workers who manipulate physical goods has been reduced in the last decade or two and an increasing amount of work is being done in offices that could be accomplished anywhere, if one had the necessary equipment. According to Dar Howard, manufacturing manager of the Hewlett-Packard factory in Colorado Springs, 35-50% of the company's entire work force could do most, if not all, of its work at home if the production system were organized to do so (5, p. 23).

Another important factor which might encourage a return to work at home is the high cost of transportation. Driving to and from work is costly for the individual worker, in terms of his/her time and auto costs, and for society, in terms of traffic congestion, air pollution, and energy consumption. Another potential cost saving to the company is that the plant itself could be reduced in size which would reduce the overhead costs of heating, cooling, and maintaining the plant. The worker who does not need to spend two hours commuting also will gain increased leisure time which could allow him to spend more time with his/her family.

The potential problems of such changes are many. For example, how will motivation, management, supervision, communication, and group decision making be handled? How does one work with other family members around? Do people require social contact with professional colleagues on a day-to-day basis in the work setting?

The computer also may have an impact on housing facilities and design. For example, the computer-oriented home of the future may well have a "media" or "computer" room, complete with computer equipment, seating, special lighting, and storage facilities. This room may need to be soundproofed in that some computer operations are noisy. The size of the room or area will vary, depending on the extent of the household's use of the computer and the components and equipment which the household has chosen.

The design and placement of computer furniture and equipment also is important.

Having the keyboard at the correct height and position for the worker will facilitate work performance. The computer user also should be able to enter data on the keyboard and observe the data on the screen simultaneously, without strain. In addition, aesthetics and efficient work performance can be combined by using the modular concept. A series of interconnectable work stations may be combined as needs and finances permit.

These facilities and equipment require initial investment costs. They will involve operating costs and additional property insurance. An additional cost, more difficult to measure, is that of the time and effort involved in learning how to use the computer and how to develop one's own programs. What might be the benefits of this financial and human resource investment? There may be indirect financial benefits in that one will be able to keep track of income and expenses on a day-to-day basis in a relatively simple way. One can program major financial decisions (such as the purchase of a new car) into the system and determine when the automobile purchase should best occur. One can see at a glance when major household payments are due and how much these payments will be. One can see when certificates of deposit will mature and the interest they will have earned. One can more easily make decisions regarding the buying and selling of shares of stocks or bonds. One can evaluate the present cost of an appliance or item of clothing in relation to the cost of a similar item purchased in the past. One can compare current utility costs with costs in the past and, if costs have risen, to consider whether it is because utility rates have increased or whether it is because family behavior or activities have changed. One can compare the amount paid for fuel last winter with the amount paid a year later, after new storm windows have been added to the home. One can examine the household inventory of goods to be certain that property insurance is adequate. Another potential cost benefit is that the home computer can be used for home entertainment and recreation, allowing it to be a substitute for more costly, away-from-home entertainment.

Potential new uses for the home computer are many. The newly emerging fields of voice recognition and voice synthesis are examples of new uses. These processes allow one to give the computer spoken commands in addition to typed commands. Also, such features may be used to enhance language learning and improve communication skills.

Home computers can be adapted to meet the special needs of handicapped persons. For example, for a person who has no use of his/her limbs, but who can operate an electric typewriter by using a stick in his/her mouth, the computer keyboard can be similarly operated. The paddles used to play computer games can be adapted with special controls which do not require hand manipulation.

During the remaining years of the twentieth century the home computer undoubtedly will become a common household fixture. Because of the complexity of this electronic appliance and other electronic appliances used in homes, the consumer information problem undoubtedly will grow. The structure of retail markets will continue to change. High and rising costs of transportation will increase the use of mail order and two-way audio-visual communication systems between the consumer and the retailer. Financial institutions will continue to alter the ways in which they offer services to consumers. Most of these changes will involve complex computer technology. To meet the challenges of these changes, consumers will need to spend more time and effort seeking and acquiring information about the products and services they buy and use. Family members will need to become more sensitive to the potential uses and problems of computer technology, both at home and away from home. Businesses and financial institutions will need to furnish information to their customers on the ways computers are used to provide products and services. The present era is an electronic one. How individuals and families live in this era will involve choices, changes, and many new challenges.

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An Idea to Try

This is a "what if" kind of learning experience to stimulate divergent thinking and problem solving. It can be done as individuals, in small groups, or as a whole class. It may take two to three days.

Objective: To help students become aware of what is most basic for survival and for one's quality of life.

Simulation: Imagine that you are going to move from your present home to another location because your current location is becoming unfit for human habitation due to nuclear waste disposal dumps nearby.

Suppose that you will be accompanied by about six people of your choosing and that you will be travelling about 500 miles.

Suppose that the place you are going to resettle in is an "undeveloped" area with plenty of trees, arable land, and a stream of clear, clean water that never runs dry.

Suppose that you are going to travel by bicycle and that each person will be able to carry a back pack and bicycle baskets full of essential items for your new life, and that one bicycle will be a bicycle built for two which can pull a long, narrow, wheeled vehicle for extra equipment that would not fit into the other carriers.

Suppose that you will not be able to have anyone send you anything nor buy anything along the way and that you'll have to make your new life with what you are and what you can take with you. Suppose you are all in good health and that you can travel 25-50 miles per day. Anticipate no unreasonable weather or terrain on the trip.

What would you take? What would you try to learn before you set out?

Of course they will take sleeping bags, but will the students think of needed tools, seeds to plant? What kind of food and clothing will they choose? How will they protect themselves from cold or heat, rain, wild animals, disease?

How will they carry water on the way? Will they take books? If so, which ones? Writing equipment? What kind of containers will they see a need for? Will they take nails, sewing equipment, matches, soap, mirror, knives, sharpener, extra tires, a tent? How much weight will they feel they can carry?

Follow with discussions of: How is this relevant for our everyday life? What *are* the basics? What effect would these changes have on the human relationships within your group?

—HTS

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—*The Editor*

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May/June 1982

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ILLINOIS TEACHER
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A Look Back to Plan Ahead

Curriculum Planning

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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A Look Back to Plan Ahead

Hazel Taylor Spitze

Why do we need to look back? What's good about the past? What can be learn from those who have gone before?

It has been said that those who do not know history tend to repeat it. Some of it is, of course, worth repeating, but what do we need to find out in order to avoid the mistakes and accentuate the positive?

I think we need to look at the past to see if we can discover how the present came to be. What happened in the past—and where, and why, and on account of whose decisions—that led to sexism in our society? Or racism? Or elitism? Or ageism?

What happened in the past that caused us to have a democratic form of government? a civil rights movement? an affluent society in one part of the world and grinding poverty in another? a monogamous family system? a constitution with a bill of rights?

We need to look at the past to find out what worked and then analyze why, to find out what kind of leaders served us well and then elect some more of them, to find out what kind of employees can do the job and then hire some more, or what kind of employer was fair and helped us grow. Understanding the past may help us avoid mistakes, find a shorter route to solving a problem, make better use of our resources, recognize who our friends are, think about our own strengths.

For what do we need to be planning ahead? One obvious answer is what *content to teach*. Do we base our choice of content on the specific needs of our students and the more general needs of today's society? What *are* we doing and what *could* we do to prepare parents who will not abuse their children physically, emotionally, or sexually? What effect might it have on the divorce rate and on the quality of spouse relationships if we emphasized preparation for marriage instead of preparation for the wedding? Are we helping students to understand that quality of life is not a matter of accumulating possessions? Or to be able to use credit to advantage instead of to disaster? What difference would it make in our society if everyone ate an adequate diet with no excesses? if everyone had sufficient self-esteem to earn a living and to insist on their own rights? if everyone had adequate housing for comfort, protection, and privacy? adequate clothing for comfort, protection and pride of ownership? if everyone had the essential living skills for coping in today's world? if everyone respected the worth and dignity of everyone else?

All of these questions suggest content for home economics in the secondary school or at any level.

We also need to be planning ahead about *who shall be the teachers* of home economics. Are we preparing for the coming teacher shortage (predicted for 1985)? Are we screening applicants for admission to our teacher education programs and evaluating those admitted as they move through the program so as to identify and meet their special needs and help those most unlikely to be good teachers to transfer to other programs? Are we doing any research to determine how these identifications can be made?

What are the needs of today's teachers? In random order, I thought of the following as possibilities. What would you add?

- Enthusiasm
- Inspiration
- Up-to-date knowledge
- Self-esteem
- Personal adjustment or mental health
- Love of students
- Love of learning, love of books, a personal library
- Love of their subject
- Support systems, in school and out
- Skill in a variety of teaching techniques
- Membership in professional associations, opportunity for continuing professional growth
- Adequate (but not necessarily luxurious) facilities, equipment, budget
- Students who want to learn (but not necessarily highly academically able)

We also need to be planning ahead in regard to *whom we shall teach.* Shall we teach only those the counselors send to our classes or shall we be active in helping counselors administrators and others to understand that *all* students deserve the opportunity to learn principles of nutrition, of human relationships, of resource management, of child development, and give special attention to increasing enrolments among males, academically able the so-called "college bound," the upper socioeconomic groups—*all* of whom will choose their own diet, be members of families, affect the development of children (even if not their own) manage income and other resources, relate to other people, choose housing and clothing, etc.

We need to think about and plan ahead about *how we can influence the policy decisions* tha affect our teaching, our students, our budgets, our personal welfare. We need to know how t lobby, not only in the halls of legislatures and Congress, but in the offices of ou administrators, in the parents' meetings, in the conferences of our professional associations the meetings of our unions—anywhere that decisions are being made which affect families home economics programs, teachers and students, or the social issues that concern us.

All of these things help us answer the question: For what do we need to be planning ahead

In this volume of *Illinois Teacher* we have looked back to our beginnings twenty-five year ago, and we have tried to look ahead. In that first volume, the first issue was on "Disciplin Problem and Opportunity." Do you ever see discipline as an *opportunity*?? Number two was o adult education and with our maturing population, we'll surely need that now more than ever Number three was titled "Streamlined Teaching of Foods." Does it surprise you that i included a section on "technology in the classroom"? Or that nutrition was stressed? Or tha resource management was a part of the planning? Or that bulletin boards and displays wer discussed as "silent teachers"?

Number four, "Boys and the Homemaking Teacher," is not out of date either in th emphasis of its message. Number five, "Improving the Teaching of Money Management included the formation of attitudes toward money and a caution when teaching consume buying: Keep the students' level of living in mind and don't take all the field trips to the store where the *teacher* shops. A case situation was included for students to analyze and predi whether the young man and woman described would be likely to have a successful marriag His take-home pay was $60 a week and hers was $35. (That's 58¢ to his dollar. Some thing haven't changed, have they?!)

Number six, titled "Co-Curricular Activities—Boon, not Burden" helped teachers wit their adviser roles in clubs, especially FHA, and number seven was on "The Play School i Teaching Child Development." It was interesting to read the section on equipment for the pl school and find emphasis on low cost or no-cost items from the junk yard or around the house school, e.g., large cans from the cafeteria that became drums or containers, and old tires th became sand boxes. Is that appropriate now?

Number eight, titled "Toward Results That Count in Teaching Clothing," included section on teaching thinking as we teach clothing and emphasized consumer educatio "Quality teaching" in the area of clothing was defined. When it occurs, they said, students ga new learnings, and their awareness that they are learning provides personal satisfactio They develop self-direction and creativity in harmony with their abilities, learn to coopera with others, and develop a sound sense of values and realistic standards in respect to clothin Are those ideas still useful?

Number nine was on evaluation and noted that evaluation can build psychologic security for teachers, students, and parents. Suggestions for improving our evaluati included the use of systematic observation and recording to note intellectual achieveme identifying behaviors that are evidences of clear thinking, and the use of performance tes

In volume II, we had an issue on television for teaching, one on teaching foods a nutrition "in the space age," and others that looked to the future.

Today we have five issues per year instead of nine (but about the same amount material), the format is different and includes typeset copy, photographs and oth illustrations, printing instead of mimeographing, and separation into distinct articles rath than all the issue in one article. We have many authors for each issue from all over the count rather than one or two at the University of Illinois. But we still have the same objectives seem to have been explicit though not stated in the earliest volumes: (1) to serve as one mean in-service education for secondary Home Economics teachers and other Home Economi who teach, (2) to stimulate thinking, raise questions, and explore new frontiers in the field, a (3) to contribute toward the continuing growth of the profession. And we're still working

some of the same problems. We're still trying to be "out front" and hope that each issue today will be useful for many years to come.

In this volume we have had another issue on nutrition education, an issue focusing on cooperation between teachers and Extension home economists, an issue that ranged from pre-school to teacher education, and an issue on what the '80s require, with emphasis on family life education. We have had guest editors from two states, we have had a series of articles which take a look at what has happened during our 25 years of history, we have highlighted teaching techniques and resources, and we have had some authors who are male.

And in this last issue of volume XXV, we have a variety of articles we hope you'll find helpful. Roberts has taken a comprehensive look at curriculum planning over the years and shared the Colorado experience with us. Dalrymple has looked at the past twenty-five years of home economics in the U.S. Office of Education and in Federal legislation.

Light and Warren describe their view of the rewards of teaching home economics in terms of basic human needs and Inana offers suggestions on how to teach students to deal with their own stress. Pestle provides teaching ideas on voluntary simplicity, a life style that may help free us from the bondage of inflation.

Fahey helps us understand home economics in England and Wales while making a plea for more attention to the social science foundations of our field.

Harriman offers some help on the teaching of family relationships, and Babich has some interesting ideas on student self-evaluation, especially in occupational programs.

Henry and Hay share their experiences in on-the-job training *for themselves* and recommend that we all try it. East gives us her version of a "Look Back to Plan Ahead" from her retreat in Hawaii!

The Teachers of the Year for as many states as responded to my letter are featured in a special article, and a new cumulative index by subject covering volumes XII to XXV conclude the issue.

As you receive this, it's time to renew your subscription and start planning for next year! Part of that plan may be to send *Illinois Teacher* an account of one of your success experiences.

Correction: F. Frances Nesbit has called to my attention that her identifying information on page 139 of Vol. XXV, No. 3, should say Master of Science, not bachelor's. Sorry, Frances.

HEEA

Membership in the Home Economics Education Association, a non-governance affiliate of the NEA, entitles you to its newsletter and all publications issued during the year (usually two bulletins of special interest to teachers).

It meets twice a year at the AHEA and AVA conventions. Officers are elected by mail ballot.

As a member of the Vocational Home Economics Coalition, it works with other organizations to support legislative goals of home economics education.

Dues are $15 per year. Membership in NEA is encouraged but not required. Send to Catherine Leisher, Executive Secretary, HEEA, 1201 16th Street, N.W., Washington, D.C. 20036.

Join AVA and NAVHET

The National Association of Vocational Home Economics Teachers is an affiliate of AVA which provides an opportunity for its members to contribute to group action dealing with problems of national importance to vocational home economics education.

NAVHET holds its annual meeting and elects officers during the AVA convention. Nominal dues are added to AVA dues. Through its newsletters and meetings, it provides opportunity for exchange of ideas and materials and sharing of experiences. It works to promote legislative efforts enhancing vocational home economics education.

For more information write Phyllis Barton, 2232 Candlewood Drive, Alexandria, VA 22308.

From Issues to Action in Curriculum Planning

Juanita Roberts*
Vocational Home Economics Education
Colorado State University

From the union of the people-centered and mission-oriented home economics philosophy and the premises of vocational education have emerged current vocational home economics programs which portend the future. Since the late 1800's, the mission of home economics educational programs has been the improvement of home and family life and the attainment of well-being of individuals. Vocational home economics programs have focused on the primal purpose of preparing youth and adults for the occupation of homemaking and for their roles in home and family living.

Rationales and curricula for such programs did not just happen. They evolved as the basic needs of society and the American family progressively changed. Home economics has been responsive to change. Over the years, the diversity of families and their value systems required a similar diversity of content in homemaking programs. As the family converted from a producing to a consuming unit, home economics programs were directed toward solving problems of families as consumers. With changing family structures and sexual roles came greater numbers of males entering home economics programs. This entailed different types of course presentations and programs. Thus, since their inception, home economics programs have continuously been committed to helping individuals cope with the cumulative effects of several decades of change and the problems associated with societal and economic conditions.

From the Smith-Hughes Act of 1917 to the present, federal legislation has appropriated funds for instructional programs in home economics. The central features of each legislative act were influenced by the conditions existing in society. Home economics responded to the legislative mandates by redirecting programs to strengthen home and family life. The secondary student enrollment growth of the fifties and sixties was accompanied by a continuing increase in the revenues available for education.

The 1960's found vocational home economics at a crossroad. The Vocational Act of 1963 directed home economics to broaden its focus and develop programs which would prepare individuals for entrance into wage-earning occupations related to home economics. Some home economics educators were reluctant to accept the expanded focus; they failed to recognize the commonalities and relationship between the homemaking and occupational aspects of the total vocational home economics program. Conflicting mission, philosophy and self-identity issues caused confusion within the field. Professionals were in disagreement about whether vocational home economics education was more closely related to home economics, vocational or general education. Unfortunately, some educators were more concerned with attempting to justify and explain their personal loyalties and identities than in making thoughtful decisions about overcoming the separatist concept. Consequently, some vocational home economics programs echoed contradictions, little clarity of organization and inadequate program standards.

Without solidarity of purpose, a few inadequate home economics programs became vulnerable to other instructional programs. It appeared that other disciplines were appropriating home economics subject matter and were vying to become the system through which consumer homemaking concepts were delivered. Sociology, math, psychology, business, health and science courses taught homemaking concepts dealing with consumer education, nutrition, human development and societal change. Without the interrelatedness of concepts and relevancy to family, such instruction was and remains deficient.

There was even controversy from within vocational education as to the domain of home economics wage-earning programs. Should food service programs be offered through trades and industry or through home economics? Were waiter-waitress occupations, fabric store and hospitality jobs the rightful domain of distributive and marketing education?

From a brighter perspective, the sixties and early seventies found the majority of vocational home economics education programs responding to the legislative mandates of

*The author gratefully acknowledges input from State Vocational Home Economics Staff, UNC and CSU Vocational Teacher Educators, Graduate Vocational Home Economics Classes, and State Vocational Home Economics Advisory Board

providing consumer homemaking and wage-earning programs which were more personalized, self-directed and process centered. Professionals in each state strived to provide quality programs with content relevant to the needs of the time and in keeping with the mission and purpose of vocational home economics education.

The 1970's marked a turning point for vocational home economics education. During the later part of that decade, declining student enrollments and economic woes beset all of education, including home economics. Of necessity, it appeared that only the most effective programs would be given the necessary resources for continuance and expansion. Clearly this was the beginning of an era of accountability and budget-cutting which would affect the years ahead.

The Educational Amendments of 1976 called for a study of accountability and home economics responsiveness to the legislative mandates. Subsequently, the National Institute of Education (NIE) conducted the study which called attention to the necessity for more effective needs assessment, more efficient program evaluations and the establishment of data systems to support program accountability. It became obvious that home economics educators needed to clarify and fuse program mission and goals in order that others could properly interpre and assess the total vocational home economics educational program.

Urgency did not permit professionals to hesitate at the crossroads! Leaders from the three prominent professional organizations concerned with vocational home economics educatior responded to the issues, problems and concerns of the late seventies. Representatives fror AHEA, HEEA, and AVA developed a position paper which defined and delineated the focu of vocational home economics educational programs. The coalition statement (see *Illinoi Teacher*, vol. XXII, No. 5, pp. 270-275) provided a basis from which professionals coul reconcile conflicting philosophies and have commonality of purpose in making decisions fo the direction of programs for the eighties.

Across the nation, vocational home economics educators ceased mimicking Don Quixote going in all directions at once. Colleagues stopped reacting and instead took positive action i addressing the issues which affected their educational programs. Problems which compelle action dealt with issues resulting from shifting population, changing educational trends declining enrollment and less monetary support. Other problems concerned vocational equity audiences served and the social issues which served as a base for mandated law. Nationa priorities were set; national standards were established. As thoughtful investment for th future, professionals devoted time and invested research dollars in order to continue t improve, expand and extend all aspects of the total vocational home economics program Programs began moving from duplicity to continuity, and systematic plans were designed t install, maintain and control the accountability measures used to assess the effectiveness o programs.

Issues from the past are reflected in present dilemmas and suggest far-reachin implications for the future. While the enrollment decline is expected to continue into th mid-eighties, it may not be as rapid as the loss of revenues to support vocational hom economics programs. Home economics programs will be able to survive only to the extent tha they play a major role in fostering social change and equality of opportunity during times o economic stress. Knowing that accountable programs are vital in order to gain federal, stat and local support, professionals have combined their efforts toward having a stronger impac upon planning, delivering and maintaining sound and relevant occupational home economic programs.

Although curricula of current programs reflect past subject matter selection an emphasis, there is movement toward interrelatedness between subject matter and skill areas and content is conveyed through new delivery systems. Predicated upon the position pape current vocational home economics programs recognize the interrelationship between wor life and family life. Students may transfer competencies and attitudes acquired throug consumer-homemaking programs to occupational programs for paid employment. Thus, th total vocational education program provides opportunity for men and women to develop wor attitudes and habits, useful knowledge and home economics competencies needed for entr into paid or unpaid employment in home economics occupations. Educators within th program are changing their roles from transmitters of knowledge to facilitators of learnin Through their instruction, they help prepare students to participate successfully in a vastl uncertain and complicated future society.

With purpose, resolve and candor, professionals are planning updated programs whic

deal with the pluralism and cultural interconnectedness which are increasingly important to society. Programs are still concerned with the continuing mission of improving the well-being of individuals served by the program. Therefore, programs are addressed to expanded audiences: secondary and post-secondary, the multi-cultural, the handicapped and the disadvantaged. Included in the audience are school-age parents, adults, displaced homemakers, single parents, aging persons, and some persons who are confined in correctional institutions.

Consumer-homemaking programs address such topics as inflation, consumerism, energy conservation, nutrition, parenting skills, management of resources, living environments, stress management, coping skills, interpersonal relationships and human development at all stages of the life cycle. Homemaking programs continue to help individuals and families improve the quality of personal and family life, as well as contributing to employability in the dual role of homemaker/wage-earner. Programs influence students' self-image and attitudes and aid in developing their skills in values clarification, personal relationships and decision making.

In preparation for paid employment, students may participate in a program based upon content, skills and attitudes common to a number of home economics occupations.

These programs are designed to suit the students' interests, abilities and occupational objective. They are prepared for specific jobs with entry-level skills and competencies necessary to fulfill the responsibilities of securing and holding a job in the areas of care and guidance of children; clothing management, production and services; food management, production and services; home furnishings, equipment and services; institutional and home management and support services.

Program quality, changing delivery systems and data-based accountability remain a challenge. I believe that it is imperative that each home economics teacher, teacher educator, administrator and state supervisor subscribe to a common rationale. Each must be in accord in integrating the major concepts of occupational homemaking and wage-earning programs. Irrelevant concepts and outdated materials must be purged from programs in order to provide content meeting today's needs and characteristics which conform to current accountability standards. Cooperative and coordinated endeavor is needed in making decisions about program directions for the future.

Open and ongoing communication between local, state and national educators is imperative, for through sharing ideas and combining efforts, programs may become accountable. Committed vocational educators will convert issues to action in order to provide creative, innovative and effective vocational home economics programs in the challenging decade ahead.

COLORADO VOCATIONAL HOME ECONOMICS EDUCATION

The preceding view of where vocational home economics education has been, is today, and needs to go in the future serves as the base for Colorado to speak out forcefully for accountable vocational home economics programs.

Through the coordination, cooperation and integration of activities among state home economics supervisors, teacher educators, graduate students and teachers, Colorado has made concentrated effort to provide a framework for directing programs to high-priority problems. To cope with human variability resulting from laws, tradition and personal background, Colorado professionals have adopted a common philosophy which combines the premises of home economics and vocational education. Thus, a state-wide program is designed with specific focus upon the larger goals and purpose of the profession of vocational home economics education.

The Colorado program is in keeping with the national coalition position that the total vocational home economics program prepares students for paid or unpaid employment in home economics occupations. The curriculum for both the consumer-homemaking and wage-earning components of the total vocational home economics program are founded upon specific task analysis of the occupation and upon a common rationale. FHA/HERO is an integral part of both aspects of the program.

The program design (Figure 1) illustrates the scope and sequence of the program. The consumer and homemaking segment of the program is directed toward the preparation of

students for the occupation of homemaking. Individual school districts are provided a means for personalizing the curriculum to meet the unique needs of a community and have options for the manner in which this segment of the program is delivered. In all cases, however, the homemaking segment provides for a competency-based core-curriculum for those students who have declared an occupational objective for being a homemaker or dual role of homemaker/wage-earner. Curriculum for the core results from research done to determine the tasks performed by Colorado homemakers. The curriculum was developed by Colorado teachers and has been pilot tested. Learning experiences are designed to assist students with skill development rather than mere recall of facts. Performance objectives based upon the tasks identified in the homemaker analysis facilitate student mastery of competencies that will later be applied in the performance of homemaking responsibilities. The core-curriculum integrates content into four areas: caring for and improving self, meeting needs of others and providing a living environment. Students who are program completers may exit from the program with identified homemaking competencies which are measurable.

COLORADO VOCATIONAL HOME ECONOMICS EDUCATION

* Program Design *

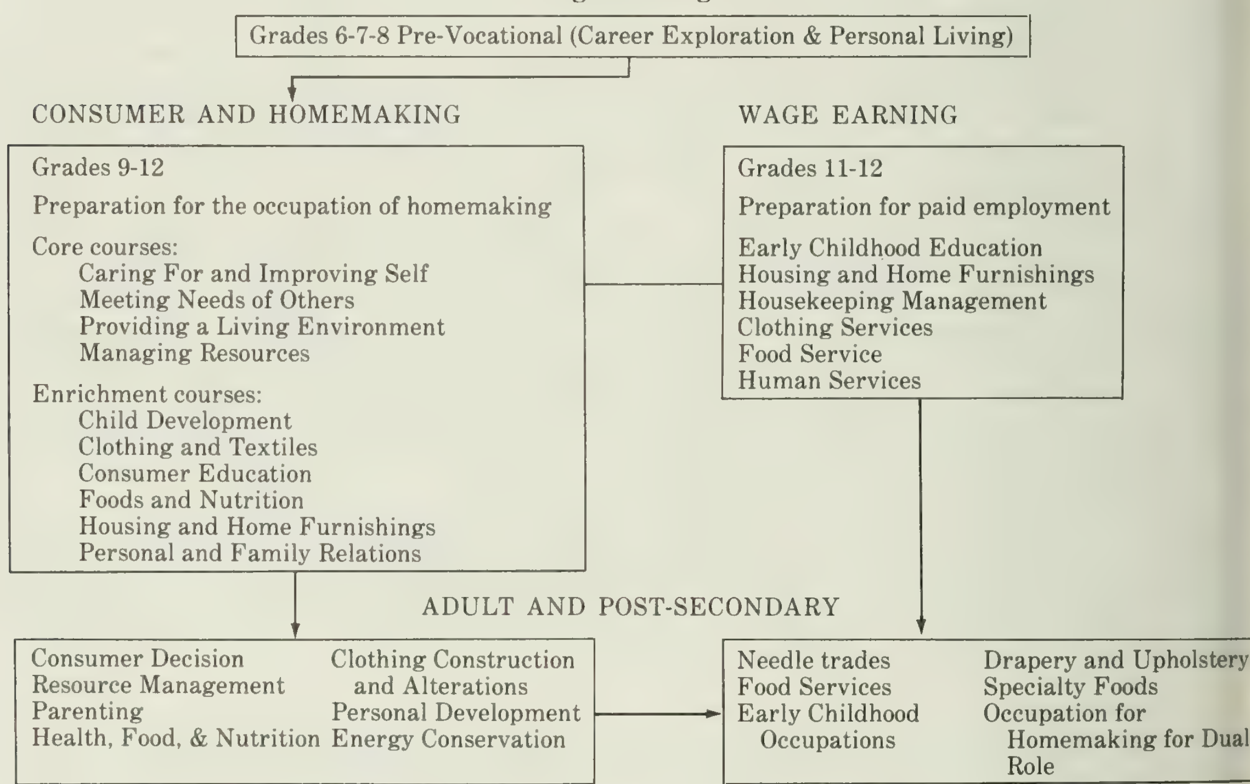


Figure 1

In addition to the core, in-depth skill courses are offered in foods and nutrition, chilc development, clothing and textiles, consumer education, housing and home furnishings, anc personal and family relations. Students from the core or from general education may enroll ir the semester courses, but only the core receives vocational reimbursement.

The wage-earning segment of the program utilizes the same concepts and applications as the consumer-homemaking segment. The wage-earning program prepares students tc perform tasks associated with entry-level employment in service occupations utilizing home economics skills, e.g., early childhood education, housing and home furnishings, housekeeping management, clothing services, food services and human services. Content is based upor occupational analysis. Home economics wage-earning programs are to include on-the-jot training and related classroom instruction, and programs are established on the basis of occupational need.

Space does not permit an elaboration of the steps and procedures used in Colorado during the past five years to implement the delivery system described above. However, the following Colorado philosophy and rationale will explain the base from which action has been taken tc establish the vocational home economics education program design and program standards for Colorado.

WE BELIEVE	THEREFORE
›cational home economics programs should be avail-ıle for students who want, need and can benefit from a ıogram which prepares people for the occupation of ımemaker and/or paid employment in home econom-ıs occupations.	Vocational home economics will provide consumer homemaking programs and wage earning programs for male and female students who have declared an occupational objective for the program(s). The programs encourage males and females to prepare for combining the roles of homemakers and wage earners.
ıat vocational home economics programs provide for ıique needs, experiences and varying abilities of indi-›duals who are entering the job market or who need ıpgrading or retraining in home economics occupa-›ns.	The total vocational home economics program will provide appropriate instruction for the following people who have established an occupational objective: secondary and post-secondary students, disadvantaged, handicapped, school-age parents, adults, displaced homemakers, aging persons and persons who are in correctional institutions.
at students learn by doing and that vocational home ıonomics programs provide the student opportunity to ›velop work attitudes and habits, useful knowledge, ıd home economics competencies and skills needed for ›try into paid or unpaid employment in home econom-ıs occupations.	A competency-based program delivered through a systemized approach will allow students hands-on experiences. The program completer will exit the program with personal satisfaction and competencies needed for the job. The interrelatedness of all skill areas is stressed. Each component of the over-all program will be based upon skill levels, competencies and goals of the individual. In-depth courses, post-secondary and adult education will be a continuation, enrichment, or update of preceding competency levels.
at vocational home economics curriculum reflects ıd anticipates the rapidly changing attitudes, values, ıd needs of society, and at the vocational home economics program supports e family which is the basic unit of society—without hich other systems break down, and at societal change and family problems can be pre-›nted, minimized, or coped with through learning ›me economics concepts and skills. Other educational ›ograms do not address the family-oriented approach societal change and at vocational home economics programs are based on ›sessment of individual, social, family and economic ›ed.	Vocational home economics programs are constantly updated to give consideration to social and cultural conditions and needs of the family as a basic unit of society. Programs address such issues as inflation, consumerism, energy conservation, nutrition, parenting skills, management of resources, living environments, stress management, interpersonal relationships and human development at all stages of the life cycle. Vocational home economics will continue to help individuals and families improve home environments and the quality of personal and family life as well as contributing to employability in the dual role of homemaker/wage earner. Vocational home econmics shall be an integral part of total educational programs. Flexible programs will focus on developing a labor supply to meet the needs of society and emphasize the human needs for occupational competency. Programs will influence students' self-image and attitudes and aid in their values clarification, personal relationships and decision-making skills.
at vocational consumer homemaking programs pro-de organized opportunities which prepare males and ›males who have entered or are preparing to enter the ork of the home. Programs in homemaking make a ıique contribution to vocational programs through ›eparing individuals to participate in the work of the ›me and family in ways which will contribute to the dividual's development, to the development of other ıembers of the family, to the family as a unit, and to the rger society, and ıat skills gained through consumer and homemaking ›ograms can improve family stability which in turn creases worker productivity, and ıat homemaking is a useful and honorable occupation, ›en though unpaid, and ıat a homemaker is a male or female who has accepted ırtial or total responsibility for the care of self and ıhers, and ıat vocational consumer homemaking programs of struction should be based upon specific task-analysis the homemaking occupation.	Vocational consumer homemaking programs shall teach the essential skills of homemaking for all stages of the family life cycle. The Colorado Homemaker Task Analysis has identified the duties and tasks performed by Colorado homemakers. This occupational analysis is basic to the homemaking program. The vocational consumer homemaking program shall consist of a core curriculum and in-depth skill courses which prepare individuals with entry-level skills for the occupation of homemaker. The program shall be competency based to provide a reliable means to measure success and accountability. The core curriculum shall have competencies clustered under the four skill areas of managing resources, caring for and improving self, meeting the needs of the family and providing living environments. In-depth skill courses allow the student further to pursue interest in occupational choices and skill development for homemaking occupations including but not limited to consumer education, family living and parenthood education, child development and guidance, food and nutrition, housing and home management and clothing and textiles. Pre-vocational programs are

WE BELIEVE	THEREFORE
that homemaking competencies acquired by students through the consumer homemaking program are basic and transferable to the home economics wage-earning program.	offered at junior high levels in which, through an exploratory study of home economics career clusters, the student is able to make intelligent career choices and acquire skills related to more than one occupation. At that level, the primary focus is on personal living and development of the individual.
that home econmics programs for homemaking and wage earning utilize the same concepts and applications. The overlap remains a strength and a link between preparation programs for paid employment and for the occupation of homemaking. that vocational home economics wage earning programs benefit persons by preparing them for gainful employment in useful home economics occupations, and that in preparation for paid employment, students should participate in a program based upon content, information, skills and attitudes common to a number of home economics occupations, and that wage earning programs should be designed to suit the students' needs, interests, and abilities as they are trained for specific and job-entry level skills and competencies necessary to fulfill the responsibility of securing and holding a job, and that vocational home economics wage earning programs are needed to insure an adequate and efficient labor supply in occupations utilizing home economics skills.	The differences in homemaking and wage earning occupational programs lie in the setting, the instructional objectives, the level or competence and responsibility required, and the scope of the operation. Wage earning programs will be established and maintained on the basis of occupational need. Vocational home economics wage earning programs prepare students to perform tasks, identified through occupational analysis, associated with entry-level employment in service occupations: early childhood education, housing and home furnishings, housekeeping management, clothing services, food services, and human services. Home economics wage earning programs will be offered to secondary students in grades 11-12 and to post-secondary and adult students and shall include on-the-job training and related classroom instruction.
that vocational home economics education programs will be effective when taught in an environment similar to that in which work will be done and with the same tools and machines as in the occupation itself.	Equipment used and environment will be like that in the job situation of the home, business or industry.
that the vocational student organization, FHA/HERO (Future Homemakers of America and Home Economics Related Occupations) is a vital and integral part of the vocational home economics curriculum and builds character and human potential by developing leadership skills and abilities in each individual.	Through co-curricular activities and in-depth projects, activities are designed to enrich vocational home economics instruction and provide opportunity for members: a) to develop individual and group leadership skills through a variety of cooperative activities b) to assist students in area of human relations c) to aid in developing decision-making skills d) to provide opportunity to achieve maximum human potential and use of class time by integration in the classroom e) to recognize individual competencies of students through participation in proficiency events
that teachers of vocational home economics programs must be skilled in the occupation they are teaching and have verified on-the-job experience as well as educational preparation.	All vocational home economics instructors must hold and maintain vocational credentials issued for their particular occupation specialty.
that an advisory committee is an integral part of the vocational homemaking program and is necessary to provide input for competencies needed.	A planned procedure for selection, placement and tenure of advisory committee members will be developed. The membership will consist of the following groups with attention to equitable representation in areas of male/female ratio, ethnic and disadvantaged: a) general public b) vocational educators c) homemakers d) wage earners in home economics related occupations e) former and/or present students f) student organization leaders. The committee serves to assist in the following capacities: a) provide input in development and review of vocational home economics curriculum and policies b) conduct well-planned meetings (minimum of two per year) c) identify community needs d) evaluate department, school and district programs e) assist in obtaining information concerning job information and placement.

The 1981 Teacher of the Year Awardees

Audrey A.S. Armstrong
Illinois

Hazel Taylor Spitze

If you could give all new teachers one sentence of advice, what would it be?

"Teach only if you love people" replied two Teachers-of-the-Year, Gail Brunner from Alabama and Carolyn Evans from Mississippi.

"Really care about your students and you won't have to worry about ever getting bored or tired of it all," said the Awardee from Delaware, Joyce Wasson.

"Enthusiasm is contagious and so are smiles," said Mabel Wells from Florida. Marjorie Yandell of Kentucky said the same and added, *"so are boredom, complaining, and apathy!"*

"Change with the times and grow with your students," advised Awyn Walker of Kansas.

Antoinette Osgood of Maine counseled, *"Involve advisory councils and community people in planning curriculum and classroom enrichment activities and then publish in local newspapers. Public relations is important."*

"Keep in touch, keep growing, prepare, and plan ahead," offered W. D. Crane of Nebraska.

"Learning is easier if it's enjoyable," said Eileen Harriman as she recalled one of her own high school teachers who cracked his ruler down hard on his desk and told her and her classmates that he was there to teach, *not* to entertain.

"Help your students be successful and praise them," advised Betty Klassen of New Mexico.

"Show respect, kindness and understanding toward the students and help them understand that in life we sometimes have to obey rules for our own good," added Kathryn Jensen of Utah.

Alice Driver of Ohio said, *"Teaching can be a most rewarding way of life if you have an unselfish desire to give of yourself, an enthusiasm for your work, and a true commitment to educating young people."*

Conita Bradford of Oklahoma said, *"Don't allow yourself to grow old inside and forget what it was like to be young—invest in people!"*

"Begin a professional association membership while you're a student and continue it as you begin your career," offered Constance Martin of Pennsylvania.

Awyn Walker
Kansas

Catherine L. Noll Litwinow
Iowa

Gail M. Brunner
Alabama

Joyce Wasson
Delaware

Mabel Wells
Florida

Phyllis Stewart
Indiana

“It is your responsibility to use your preparation for the second most important profession of our day, to help students understand and prepare for* the *most important, homemaking,”* said Bess Hammock of Tennessee.

“You’re entering the greatest teaching field in all of education—get involved!” said Sandra Lutz of West Virginia.

★ ★ ★

These 1981 Teacher-of-the-Year Awardees were responding to the final question on my questionnaire. I wrote to all of them and those who responded will be quoted here. It is always a thrill to me to attend the AHEA session at which these teachers are recognized and to attend the reception held in their honor. I like to meet people who like to teach and who do it well.

Marjorie O’Neal Yandell
Kentucky

I also asked the Awardees **what they feel is their most important contribution to society**. Here is what some of them said.

“My determination to succeed in maintaining and updating programs that keep current with the present needs of our youth.” Kathryn Jensen, Utah

“My students leave with skills they will use for the rest of their lives.” Sandra Lutz, West Virginia

“I help my students develop decision-making skills so they can have a strong family unit in the future.” Bess Hammock, Tennessee

“I teach and demonstrate the importance of good human relationships and of being caring individuals.” Joanne Miksis, Oregon

Antoinette Osgood
Maine

“I try to set an example for my students . . . the one thing we all teach is what we are.” Conita Bradford, Oklahoma

“I try to exhibit honesty, fair play, and sincerity and to be a compassionate, concerned friend as I challenge my students to do their best.” Alice Driver, Ohio

“. . . working with minority students and their parents. . . . They are so appreciative.” Betty Klassen, New Mexico

“. . . helping each student to believe that s/he is a Special Person.” Carolyn Evans, Mississippi

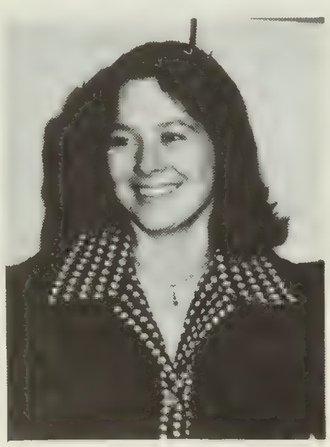
“I teach my students that it’s what you do with what you have that is important.” Betty Craig, Minnesota

“I help young people develop an understanding of themselves and others while acquiring knowledge relevant to their goals and life styles. I also helped organize a local chapter of Parents Anonymous after teaching parenting to adults for two years.” Antoinette Osgood, Maine

“I do not believe in failure. Each student is special and I try to help each one leave my class with a feeling of self worth. I believe in teaching good values by setting an example.” Awyn Walker, Kansas

Betty L. Craig
Minnesota

Carolyn Busby Evans
Mississippi



Eileen Harriman
New Hampshire

Betty Klassen
New Mexico

Alice Driver
Ohio

"My profession allows me to reach the whole individual. My goal is to help each student improve, change, and strive for better personal relationships, accept community responsibilities and have world concerns." Catherine Litwinow, Iowa

"I provide an ear that listens." Mabel Wells, Florida

"I try to help each student develop self confidence, skills for employment, and good attitudes toward other people, work, and life in general." Joyce Wasson, Delaware

"I help my students develop their self concept. I don't allow them to say 'I can't' and they succeed when they have never succeeded before." Gail Brunner, Alabama

"My most important contribution to society as a teacher is helping students believe in themselves and derive joy and satisfaction through sharing with others," Audrey A.S. Armstrong, Illinois

★ ★ ★

Sandra G. Lutz
West Virginia

Since I hear so much these days about "burnout," I asked these outstanding teachers **what they do to keep from getting out of date, bored, unenthusiastic, tired of it all.** Their answers included:

Courses
Workshops
Reading professional journals and other reading
Talking with other Home Economics teachers
Attending professional conferences
Membership in professional associations
Being active in professional associations
Trying new activities with students
Taking pride in students' accomplishments
Finding new ways to teach
Listening to what students say to each other and to me
Student teachers
In-service meetings
Being flexible
Teaching a class at the university periodically
Changing my curriculum every year

"Keeping the needs of the students in mind helps keep up my enthusiasm," said Joyce Wasson, Delaware.

"Involvement is the key to my enthusiasm," said Phyllis Stewart of Indiana. *"I am active in my professional associations, I sponsor FHA and three squads of cheerleaders, I serve on committees, I review media for my classes, and I read."*

Kathryn Cannon Jensen
Utah

Conita H. Bradford
Oklahoma

Joanne Miksis
Oregon

Constance C. Martin
Pennsylvania

Bess C. Hammock
Tennessee

"I can lean on my family and I have home economist friends who listen, respond, and give hugs when I need them," said Catherine Litwinow (Iowa), in addition to her professional groups.

"I try not to look at past mistakes . . . I am not afraid to try new ideas. . . ." Awyn Walker, Kansas

"The secret of enthusiasm is to give it away." Antoinettee Osgood, Maine

"My colleagues and I have SHARE DAYS . . . I realize that the public forms its image of Home Economics through us. . . ." Betty Craig, Minnesota

"I look forward each teaching day to how I can make a difference in my students' lives." W. D. Crane, Nebraska

"I schedule 'fun things' to prevent discipline problems and none of us gets bored." Eileen Harriman, New Hampshire

"I try to keep a perspective on the importance of family and job. . . ." Betty Klassen, New Mexico

"Life is what you make it. I prefer to be enthusiastic." Conita Bradford, Oklahoma

"I look for a new challenge each year, set a goal that is hard to achieve, and work hard to achieve it." Constance Martin, Pennsylvania

"I keep busy, busy, busy. . . ." Sandra Lutz, West Virginia

"A home economist has no time to become bored. I have to be creative in order to motivate my students to express their creativity," Audrey A.S. Armstrong, Illinois

★ ★ ★

All outstanding teachers are different from each other, but are there some commonalities, too? How many times did they say that their focus is on *students*, not on "covering material"? How many times did they mention the development of self-concept as a goal? They all seem enthusiastic, willing to try new ideas, able to generate new ideas, active in professional groups, and eager to work, to go the "extra mile." They are proud to be home economists and teachers, they listen and learn, and they practice what they preach.

★ ★ ★

The Teacher-of-the-Year program is co-sponsored by AHEA and the Chese-borough Pond Co. Their purpose is not only to recognize the few but to involve the many. Frequently, the Awardees added comments on their questionnaires such as, "I felt very humble because I knew there were so many other outstanding teachers in my state who deserve to be honored."

If a teacher knows s/he is excellent, that students are growing, that lives are being influenced, that the profession is becoming more recognized, this is reward, too. The other things, like awards and salary increases, are welcome icing for the cake.

If secondary home economics teachers do not project a positive image, work to solve society's problems, show by their actions that they are necessary and valuable, make a difference in the lives of their students, then our profession will never achieve the recognition it deserves. But *I* believe they will!

Write and let us know what *you* are doing.

Canned Vegetables WITH NO ADDED SALT

One grocery chain in New England (Stop and Shop) has added a line of "No Added Salt" vegetables to its shelves to meet consumer demand. They include Grade A peas, whole kernel corn, cut green beans, sliced carrots, sliced beets, and mixed vegetables. The chain says these six vegetables represent 70% of sales of canned vegetables. Others may be added.

Perhaps we consumers in the rest of the country need to make our "demands" known in a louder voice!

What's Your Payoff for Teaching Home Economics?

Harriett Light
Professor
Child Development and Family
Relations Department
North Dakota State University

Rachel D. Warren
Program Consultant
United Cerebral Palsy
Association, Inc.
New York City

What would you assess your stress level to be after a typical day of teaching Home Economics? If your estimate is "rather high," you are similar to other teachers who served as subjects in research projects on teaching and stress. Researchers have concluded that teaching is a stressful profession; that secondary teachers experience more stress than do elementary teachers and that teachers of nonacademic subjects experience more stress than do teachers of academic subjects (Wilson, 1962; Grace, 1972). But are Home Economics teachers necessarily predestined to undergo negative stress? Perhaps not, if the conclusion of researcher Marc Robert (1976) is applied to us. He found that the amount of stress experienced is dependent upon the pay-off or reward perceived to be acquired by the teacher. The pay-off can be professional advancement, gratitude from students, salary increments and feelings of worth from realizing that the subject matter you are teaching is of value to the students. The potential for possibly the greatest pay-off for Home Economics teachers lies in recognizing the contribution we are making to the overall general well-being of our students. This recognition is possible by examining Abraham Maslow's hierarchy of human needs and observing the striking similarities between those needs and the subject matter traditionally taught in Home Economics.

Maslow's Theory

As you know, Maslow (1970) claims that human behavior is motivated by attempts to meet the following basic needs: physiological, safety, belongingness, self-esteem and self-actualization. Basic need gratification is theorized to be related to the degree of mental health experienced by the individual; frustration of these needs produces psychopathology. A neurotic person lacks basic need gratification. Mentally healthy persons are relatively independent of their environment. They still interact with it; but they are not at the *mercy* of it.

Maslow also believes that, while less well known, mankind has cognitive needs (curiosity and understanding) and aesthetic needs (beauty and order). In fact, he assumes that when an individual is prevented from fulfillment of cognitive needs, i.e., forced into an unchallenging intellectual life, pathology results in the form of self-dislike and loss of zest for life. These ideas have particular significance if you have students with special needs who are often, through prejudice or patronizing, prevented from making worthwhile contributions to society. However, it is interesting to note that Maslow spoke specifically of women in relation to their cognitive needs being thwarted:

> I've seen many women, intelligent, prosperous, and unoccupied, slowly develop these same symptoms of intellectual inanition. Those who followed my recommendation to immerse themselves in something worthy of them showed improvement or cure often enough to impress me with the reality of the cognitive needs (p. 49, 1970).

Additionally, according to Maslow, a thwarting of the aesthetic needs can produce a form of pathology in which a lack of beauty in one's environment contributes to illness, while beauty is related to well-being.

Because the needs exist in a hierarchy, it is unlikely that an individual would be motivated to fulfill higher level needs before needs lower in the hierarchy are met. However, Maslow indicates that a need is seldom, if ever, satisfied to the 100% level. In fact, it does not have to be completely satisfied before the next need emerges. Human beings are often unconscious of these needs; however, they may also be very conscious of them. Fulfillment of the needs may require specific techniques and effort, especially for those individuals with special needs, i.e., the disabled individual. It is to this end that Home Economics teachers can make important contributions.

Relationship of Home Economics and Maslow's Hierarchy of Needs

A study of Maslow's hierarchy of needs reveals many commonalities with the subject matter areas of Home Economics. In fact, it appears that such subject matter provides a means of fulfilling needs for the individual.

Physiological Needs: Foods and Nutrition, Housing, Clothing

The starting point for Maslow's motivation theory are the physiological needs. Included are the needs for water, food, elimination, warmth, rest, avoidance of pain, and sexual release (Maslow, 1970). The parallel subject matters of Home Economics are food and nutrition, clothing and housing. Also related is the study of human sexuality, subject matter currently included in many Home Economics curricula.

An investigation of Home Economics literature indicates that nutritional needs must be met if individuals are to experience cognitive, emotional and physical functioning. For instance, an inadequate daily supply of thiamin, if existing over an extended period of time, can lead to fatigue, apathy, emotional instability, irritability, depression, anger and fear (Robinson, 1973). A deficiency of vitamin B_6 can result in nervousness (Robinson, 1973). Iron-deficiency anemia, common throughout the United States, leads to reduced levels of hemoglobin and red cells in the blood with resulting symptoms of fatigue, apathy and a lowered resistance to disease. Minerals, especially calcium are essential to the adequate functioning of the nervous system (Carson and Ramee, 1962).

Safety Needs: Management, Housing, Clothing and Textiles

The safety needs emerge when the physiological needs are relatively well gratified. These needs include security, stability, dependency, protection, freedom from fear, anxiety and chaos; need for structure, order, law, and limits. Maslow (1970, p. 41) states:

> The average child or the average adult generally prefers a safe, orderly, predictable, lawful, organized world which he can count on and in which unexpected, unmanageable, chaotic, or dangerous things do not happen, and in which, in any case, he has powerful parents or protectors who shield him from harm.

Several areas of Home Economics are visible in the safety needs. Management appears to have special significance to the foregoing quote. Basic to effective coping strategies is a feeling of control over one's life. Control in all areas of life is not always possible. However, control over many areas, and partial control over several areas, is possible through the application of sound management principles. Control means the absence of chaos, confusion and disorganization. Management can assist one to gain control over finances, time, home, career, and life in general. Management involves planning the use of resources and implementing plans to meet demands (Deacon and Firebaugh, 1975). Management requires knowledge of the options available and understanding the consequences of choosing specific options. Management in the home requires that some tasks be routinely performed if one is to function at an adequate level. These tasks include laundry, preparing meals, cleaning, purchasing and repair of goods and services, and maintenance of dwelling and appliances. Money management requires budgeting to avoid shortage of funds for necessary items and allowances for savings. Meal management involves the planning, purchasing and preparation of food that will help the body and mind function at optimum levels. Management is necessary to help fulfill the basic needs for physiological well-being and safety, as well as contributing to the higher need for esteem by realizing that one is worthwhile and competent because one is able to control important aspects in one's life.

The area of housing is applicable to the safety needs, and intertwines with management to provide concepts basic to fulfillment of these safety needs. A sense of security can also be found in an apartment or house that contributes to the meeting of the basic needs. Housing is a critical issue for people; if housing is clearly inadequate and poor, a danger to physical safety can be imminent. This is especially true for persons with disabilities. If housing is dismal and depressing, but physically safe, the emotional climate risks becoming one of gloominess and despair (Hartman, 1975).

A mental health aspect of housing concerns personal space. This term refers to physical space, adequate to assure privacy, order and relative quietness to each occupant of a dwelling. Hartman (1975, p. 7) reports that "the effects of overcrowding on mental health and family life

may be more severe than the effects of physically substandard conditions." The effects of overcrowding are often increased stress, sexual conflict, intrafamilial tensions, and lack of adequate sleep.

Clothing provides protection from the environment. The wise choice of protective textiles provides comfort in various climates. The safety factors, such as flammability, are critical areas of study for the textile researcher, student and consumer.

Love and Belongingness: Child Development and Family Relations

Maslow describes the love and belongingness needs as acceptance and love through intimate relationships, social groups and friends. The subject matter area closely corresponding to this description is that of Child Development and Family Relations.

The family can offer consistency, stability, support and acceptance. While "family" can be defined in many different ways, distinguishing characteristics include a caring attitude and a sharing of responsibilities among its members. These factors are critical in contributing to mental health. To be all alone, with no one to turn to in time of need, is not only frightening, but it can also lead to behavior that is highly anxious and bordering on neurotic. Stability and consistency are necessary to give an individual a sense of direction, of knowing there is something that is stable and dependable. The family is critical to self-concept formation during the first years of life; during adulthood it can also serve as a crucial support system.

The area of interpersonal relationships is frequently included in Child Development and Family Relations curricula. Such subject matter can assist the student in developing social interaction and skills necessary for getting along satisfactorily with people. These skills are necessary if one is to experience acceptance by peers and success on the job, both assumed necessary to mental health. Because our society is complex and densely populated, cooperation is a skill that should be learned early in life. Learning to control one's emotions is critical if satisfactory interpersonal relations are to develop. A favorable self-concept is partially formed on the basis of feedback one received from others about oneself. If the feedback is negative, feelings of inadequacy, isolation and rejection can result; if feedback is positive, feelings of acceptance are likely and the self-concept becomes more positive.

Esteem Needs: Clothing, Management, Child Development and Family Relations

Maslow defines the esteem needs as the desire for achievement, independence, freedom of choice and prestige. Satisfaction of the esteem needs leads to feelings of self-confidence, strength and adequacy.

The relationships between clothing and esteem needs can be found in the link between clothing and interpersonal relations, the use of clothing to communicate information about oneself, and occupational standards of dress. According to research done with adolescents, acceptance by a group and popularity are dependent, to a large extent, upon the clothing selected and worn by the individual (Hendricks, Kelly and Eicher, 1968). Also reported in the literature are evidences that appropriate clothes make one more self-confident (Hendricks, Kelly and Eicher, 1968) and that clothing can portray one's self-concept (Kefgen and Touchie-Specht, 1976). Basically, researchers found that the clothing one wears does tell a personal message about the wearer; it reflects self-concept, radical or conservative attitudes and achievement orientation (Gawne and Oerke, 1975; Kefgen and Touchie-Specht, 1976; Hamilton and Warden, 1966; Thomas, 1973).

Self-Actualization: All Areas of Home Economics

Maslow believed that even if all foregoing needs are satisfied, discontent and restlessness will soon develop unless the individual is doing what s/he is best fitted for. A desire to become everything that one is capable of becoming is called self-actualization and can take many forms; one may desire to be the ideal mother, or one may desire to pursue artistic endeavors. Individual differences are greatest at this level and must be allowed and even encouraged.

Maslow's explanation of self-actualization appears to have a great deal in common with the goal of Home Economics: to improve the quality of life and the well-being of people. Additionally, Home Economics is dedicated to the development of the individual's potential through application of the various subject matter principles.

Cognitive Needs: Principles and Knowledge Base of Home Economics

Values, management and relationships are taught throughout Home Economics. This is

apparent in adult education programs, vocational Home Economics and international Home Economics programs.

The recognition of the existence of cognitive needs can have profound significance for particular groups of people, i.e., the disabled, the elderly, and women. These groups have often been denied opportunities to develop, or maintain, their cognitive abilities. Reaching these special groups through Cooperative Extension, adult education, and human service agencies are some examples of how Home Economics teachers can bring valuable subject matter to individuals who might otherwise not have access to this information and the intellectual challenges it presents.

Aesthetic Needs: Home Furnishings and Design/Other Areas

Maslow described these needs as the desire for beauty and order in one's environment. It is obviously related to Home Furnishings and Design, areas where pleasing environments are also functional. However, it is difficult to identify any area of Home Economics where aesthetics are not considered. Clothing, textiles, and foods are the most apparent areas; aesthetics is also important in the child's and family's environment. The individual's creative abilities have been recognized as worthwhile in many of these areas of Home Economics.

Implications

The implications for the use of Home Economics subject matter in the maintenance of mental health for all people are indeed far-reaching. However, people with special needs have particularly critical needs for information that will assist them in effectively meeting daily living demands. For instance, the disabled and elderly person often share many characteristics. Both are attempting to live relatively independent lives, often with less than optimum physical or cognitive abilities. Energy demands are frequently greater than for the non-disabled and the younger person, due to impaired functioning and, because stress is the body's attempt to adjust to demands made upon it, adaptation energy is consumed. The total energy drain is great. Effective management, therefore, is of the utmost importance to the disabled and the elderly person. Adaptive housing, time, money and energy management, nutrition, interpersonal relationships and understanding, clothing and the aesthetically pleasing environment are all subject matter areas that are worthy of attention as disabled and elderly people are prepared for, or helped to continue in, an independent living situation.

Women appear to experience more stress resulting from work and role overload than do men (Skinner, 1980). According to Bernard (1974) it is easier for a male to combine parenthood and a career than it is for a female because less is expected of him in parenting and household protection. Females experience depression to a greater extent than do males, perhaps due to greater stress. It is critical, then, that women be taught management skills and other family life skills in order to profit from the increased role opportunities available to them. If a woman does not develop these skills, work and role overload will likely occur. In order to experience fulfillment of the needs in Maslow's hierarchy, women must take advantage of, but not be exploited by, contemporary options, i.e., education, employment and parenting. Home Economics programs for young adult, middle-aged and older women can be particularly useful in developing managerial skills.

Adolescents' quest for independence is often thwarted by a lack of skills necessary for independent living. All of the subject matter areas of Home Economics have great potential for assisting the adolescent to make a smooth transition to and effective maintenance of independence. Teachers, parents and practitioners working with adolescents can find a wealth of information in Home Economics that would be extremely useful in their tasks.

Summary

Home Economics teachers should not underestimate the value of the subject matter we teach as an important means whereby students can work toward fulfillment of their needs as identified by Abraham Maslow. Realizing the importance of what we are teaching can be a major step toward reducing the amount of stress we feel.

The development of a strong self-concept, self-reliance and self-sufficiency have been identified as critical factors in effective stress management and coping strategies, and consequently, in mental health. Fulfillment of the human needs, as claimed by Maslow, appears to facilitate the development of these critical factors. If adequate need fulfillment is not experienced, the individual tends to be at the mercy of, rather than in control of, his/her

environment, and thereby vulnerable to the formation of a negative self-concept. There is a parallel between the human needs identified by Maslow and the subject matter of Home Economics. Consequently, the body of knowledge inherent to the field of Home Economics becomes an effective and integral part of stress management and coping strategies for people in general, and has particular significance for specific groups, e.g., the disabled, the elderly population, and women. Researchers agree that stress cannot be avoided; we cannot remove stress from our students' lives. But we can provide them with subject matter that will help them fulfill their human needs and thus gain the necessary self-confidence to cope effectively with stressful situations. Home Economics teachers should have a high regard for their profession; their pay-off is likely to be subtle, but extremely powerful.

The following chart illustrates the relationship between Maslow's Hierarchy of Needs and Home Economics subject matter, with suggestions for use in teaching.

IDEAS FOR TEACHING

Maslow's Needs	Related Home Economics Subjects	Classroom Suggestions
Physiological	Foods & Nutrition Housing Clothing	Study effects of nutrients on body functioning. Explore needs in different climates.
Safety	Management Housing Clothing & Textiles	Investigate how fear can affect one's life. Explore sources of fear and how management principles can help eliminate some fears (financial, risk-taking). Discuss flammability of different types of fabrics.
Love & Belongingness	Child Development Family Relations	Discuss how it feels to be alone, where one can turn for support, role of family in child's life. Explore qualities desirable in a friend.
Esteem	Clothing Management Child Development Family Relations	Compare clothing of different eras. Discuss student's view of suitability for current wear. View different types (high fashion, casual, etc.) of current dress. Discuss student's perceptions of messages each type sends. Discuss self-confidence; what makes one confident? (Include control over own life, family support, etc.)
Self-Actualization	All areas of Home Economics	Discuss individual differences in talents, goals, needs and importance of developing own abilities.
Cognitive	Principles and Knowledge Base of Home Economics	Explore relationship between one's values, priorities, goals, and behavior. Explain importance of need gratification to overall well-being.
Aesthetic	Home Furnishings Design All Areas to some degree	Discuss student's feelings when exposed to various types of environments, relative to color, space, beauty.

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Voluntary Simplicity as an Optional Lifestyle

Ruth E. Pestle
Department of Home Economics Education
Florida State University

Voluntary simplicity has been practiced as a lifestyle over the centuries by people whom we all can name, e.g., Ghandi in India or Thoreau in Massachusetts. Recently many more people have chosen to adopt, if not the total concept, at least certain aspects of it (Elgin, 1981).

Voluntary simplicity implies a movement away from the complexities of consumerism and a highly technological style of living. Rather, people who practice voluntary simplicity are concerned with making their lives simpler and cooperating with one another toward a more fulfilling existence. They see these cooperative values as necessary for the present and future existence of individuals and families (Cronille et al., 1979).

The present rate of consumption of natural resources by America, e.g., pure water, clean air, and mineral/oil resources, far outdistances the rates of consumption of other nations with similar population size. Americans are being faced with the fact that some resources are non-renewable, others renewable only at tremendous costs. The choices we have are to (1) continue rapid depletion of the resources, (2) cut back, recycle, and/or renew resources when possible, and (3) try to develop alternatives such as higher protein grains or solar-powered machines. Futurists differ as to the date at which they predict the world will use up various resources, and they differ on the feasibility of these choices just named. The thing on which they do *not* differ is the reality of the problems. Fossil fuels and strategic minerals are scarce, air and water pollution is increasing and proteins of highest biological value are not abundant in most of the world.

Voluntary simplicity will not solve the world's problems. Rather, it will serve as a value basis from which to respond. Typical behaviors might include recycling of goods, home production of food and services, sharing of scarce or expensive machines (e.g., carpooling), and cooperation in discovering creative solutions to common problems.

There is no *one* way in which everyone should practice voluntary simplicity. Each individual can adopt aspects which are compatible with his/her mode of living. An urban family may share a lawnmower with others on the street whereas a rural family may more easily plant trees to provide shade (and natural air conditioning) without thought to the implications for other people's homes. Recycling may be practiced by garment renovation, aluminum/paper collection, or water purification systems on a city-wide scale.

Some home economists will say, "I've been helping families to live this way for years," and they will be correct. Only the term is new. Teachers of younger home economics students who may have been brought up in more affluent homes where conservation was not as common may find they face an entirely different type of challenge. Excellent resources already exist such as Spitze (1979), *99 Ways to a Simple Lifestyle* (1977), and National Geographic Society (1981).

In addition, Pestle (1981) has developed a 300-page volume of ideas *Integrating Voluntary Simplicity into Home Economics.** The material suggests ways to introduce students to the concept of voluntary simplicity, followed by specific suggestions for integration into foods and nutrition, clothing and textiles, housing, family relations, and wage-earning home economics programs. Teachers will find a simple instrument for measuring students' attitudes toward voluntary simplicity and knowledge tests, both meant to be used before and after the teaching to assess possible changes in attitudes and knowledge. The curriculum package is intended to suggest ideas through which innovative teachers can help students to get into the habit of contributing to the solution of some of the world's very real problems. Examples from this book follow.

*Free copy available from the author at 102 Sandels Bldg., Florida State University, Tallahassee 32306.

Possible Learning Experiences

Home Economics Occupations Courses

- Write a HELP WANTED column dated February 20, 1995, including at least 5 items with job descriptions and requirements; make up new occupations.
- List at least 3 ways the energy shortage can affect people's jobs.
- List at least 3 things workers can do to conserve (energy, water) on the job (in food science, childcare, and others).
- Define and discuss the concept of environmental conscience (each worker having a responsibility for protecting the environment in the selection and performance of his/her job). Outline ways in which environmental conscience can affect job selection and job performance.

Housing

- Using your imagination, make yourself a solar engineer for today. You have been hired by an architect to come up with ideas for how to design an all solar-powered home. Look at the following list of jobs in the home which require energy: space heating, water heating, cooking, clothes drying, lighting. Brainstorm ways to use solar energy to do the job.

Clothing and Textiles

- Recycle a scrap of fabric, upholstery material or carpeting into a home decorating accessory. Get ideas from current magazines or craft books. (This could be a written project if it were not possible actually to carry it out.)
- Collect ten fabric samples and attach a number and information label to each. These fabrics may be for clothing or for the home. Use them to teach and test students' understanding of what fabrics are best suited for cold or warm weather and why.
- Cut out pictures of people dressed to keep cool or warm and evaluate the features of the clothing. Prepare a bulletin board for others in the school to see.
- Restyle a garment you are not waring into one that is more fashionable and acceptable.

Family Living

- Ask the students to observe themselves and their family for one entire day and make 3 lists of things that are contrary to voluntary simplicity of lifestyle which they do, their family does, or their neighbors do. Ask each student to present the 3 lists to the class and suggest ways in which they and their families can reduce energy consumption, conserve natural resources, swap services with others and live less extravagantly. Have each student turn in his/her lists. At the end of the unit repeat this activity. Students can compare the lists to see if they and their families have started practicing Voluntary Simplicity and how their perception of Voluntary Simplicity has changed as a result of the unit.

Foods and Nutrition

- Have students prepare four "conservation tips displays" for the cafeteria: Cooking Conservation Tips, Dishwashing Conservation Tips, Refrigerator Conservation Tips, and Water Conservation Tips. The displays can be prepared on poster board, newsprint, or any other suitable material. Lettering should be large and easy to read. During the lunch hour several students should "man" a table that is located below the displays. The student advisors can answer questions and give out additional information, e.g., an energy checklist.
- Using a handout showing electric consumption and approximate cost per kwh of cooking foods in various appliances, have students find out which cooking method is least expensive for each food item and how much is saved compared with the most expensive method.
- Plan dinner meals using appropriate combinations of plant protein foods which when eaten together serve as a protein source of high biological value (recipes provided).
- Use the World Hunger Survey to determine students' knowledge of world hunger and poverty.

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A Heritage of Home Economics from the U.S. Office of Education and Legislation

Julia I. Dalrymple
Professor Emerita
Home Economics Education
Ohio State University

We have a proud heritage in secondary school home economics. What an exciting time in history to be on the "cutting edge" of innovative programs! For the home economists to be involved in the transition process for families from an industrialized to a predominantly technological society can be as eventful as having been involved in the "birth" of home economics in the early part of this century as we emerged "full blown" in industrialization from an agricultural society. Whatever the developments in American public school systems in the foreseeable future, home economics teachers can help to shape direction for an appropriate curriculum with a family living focus just as our predecessors worked with others in the educational "arena" to provide a system of broadened formal instruction for 90 percent of the school population in 1980 as opposed to 20 percent in 1906, to contribute to the decline of illiteracy from 11 percent to 1.2 percent in the same period, and to advance the average length of schooling from 8.1 years to 12.4 years for children in this country.[1] What a challenge to create and expedite a program in the public school learning environment that accommodates family life education for youth in a world predicted by Shane for the year 2000 to be crowded, polluted, and unstable![2] Can we help to reorder the attitudes, values, and behaviors of learners that are prerequisite to "improved ecological relationships with our physical world and human relationships" in homes, schools, and communities as he suggests is our responsibility?[3] Can we accommodate successfully such unexpected and unpredictable phenomena as persistent local and world turbulence? The history of home economics as a field of study in the public school system for nearly three quarters of a century attests to our ability as professionals to help people surmount seemingly impossible family situations during and after such events as war, depression, and community catastrophe. As we pledge to use our energies in providing the best possible home economics programs in our future, we may receive encouragement in knowing how our predecessors gained strength through cooperative efforts. Especially noteworthy is a long process of adapting programs to change by personnel in the United States Office of Education while striving to fulfill a leadership role in expediting plans for family related concerns in public school education.

BIRTH OF A CONCEPT IN SECONDARY SCHOOL CURRICULUM

"Why not have a specialist in education for housekeeping in the U.S. Bureau of Education?" was a question posed by an American Home Economics Association legislative committee in 1910. Thus, was recorded an action that probably initiated a concern for instruction related to personal and family living in our public school system.[4] In the early 1900s Benjamin Andrews was commissioned to discover the extent to which this matter was being pursued seriously in the school system.[5] Momentum was enhanced for such programs with enactment of the 1917 Smith-Hughes Vocational Education Act of Congress. The ultimate intent of such legislation depicting homemaking as a vocation was the improvement of homelife in America. Prior to 1917 there had been introduced in some schools courses with such titles as household arts, domestic science, domestic art, and home economics. A limited number of colleges had introduced programs to prepare teachers for schools where the subject had been recognized as a "legitimate" part of the curriculum.

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[1] William K. Poston, "Education: Our Heritage and Our Future." *Phi Delta Kappan*, 62, No. 5 (January, 1981), p. 299.

[2] Harold G. Shane, "A Curriculum for The New Century." *Phi Delta Kappan*, 62, No. 5 (January, 1981), p. 352.

[3] Shane, p. 356.

[4] Keturah Baldwin, *The AHEA Saga* (Washington: American Home Economics Association, 1949), p. 52.

[5] Benjamin R. Andrews, Education for The Home. Bulletin 38, Part III (Washington: U.S. Office of Education, 1914), p. 5.

Ensuing vocational legislative acts and amendments provided funds for assistance to state departments of education and higher education institutions for providing optimal programs in the public schools, a supervisory monitoring system in the state departments, and high caliber teacher education programs in colleges and universities. A supervisory staff of professionals became a reality at both the federal and state levels. Leadership by personnel in the federal office was implemented through a well-defined system of coordination and supervision by staff members working with the state supervisors and home economics teacher educators in the colleges and universities. Cooperative relationships between and among professionals at national, regional, state, and local levels made it possible to "mastermind" a plan for successful secondary school home economics programs.

The "trickle-down theory" functioned to fulfill clearly identified purposes with an active administrative team of home economists in the federal office assigned to individual regions of the country to work with state supervisors and teacher educators who in turn worked with preservice and inservice teachers in the secondary school programs. Conceptually, the system functioned in a "horizontal" manner as co-workers on a team rather than in any "vertical" manner. At times, adjunct specialists served for limited periods of time to aid in such responsibilities as curriculum development, program evaluation, establishing youth groups for extending classroom instruction, and research or studies. Eventually, a full-time research staff member was included on the team. With reorganization from time to time, particularly as a result of the Vocational Amendments of 1968, categorical funding of specific subject content areas was eliminated. Individuals within the central unit were deployed to regional offices and to the overall vocational unit in Washington to serve according to function rather than subject matter—such as curriculum, research, evaluation. Finally, a single individual was available for sponsoring national conferences and consultation rather than the original, regularly scheduled alternating regional and national conferences of the early years when the field was developing. Persons involved in these regularly scheduled conferences attest to the mutual respect and camaraderie among these professional educators that created the atmosphere in which challenge became exciting. Confidence was self-engendered. Cooperation in solving problems was encouraged and professional growth became enhanced in the process.

Increase in secondary school enrollment in federally reimbursed programs through the years may reveal the impact of efforts expended to fulfill worthy purposes:

HOME ECONOMICS ENROLLMENT IN FEDERALLY REIMBURSED SCHOOLS

Level	1918	1928	1939	1969	1976
Secondary	200	79,622	439,877	1,670,347	2,943,769
Part Time	0	20,908	65,592	718,817	109,722
Post-secondary	0	181,472	236,034	13,490	932,717

Federal funds supported implementation of programs with a homemaking focus initially. With enactment of the 1963 Vocational Act, a wage-earning focus was added and in 1968 an emphasis on programs for learners with special needs was included in the legislation. Federal staff members served as the catalyst to insure unity in secondary programs by focusing on six major thrusts: (1) course content "in tune" with the times, (2) instructional innovations appropriate to improved learning environments, (3) expansion of the program to "needy" audiences, (4) up-to-dateness and effectiveness as teachers, (5) a practical home experience program that extended learnings into home situations, and (6) a Future Homemakers of America organization of secondary school students that extended learning into the community.

"Homemaking as a vocation" and "home-related gainful employment" persisted through the years as two appropriate concepts inherent in the secondary school home economics program that qualified for support from "vocational" funds. It was necessary to interpret and re-interpret these concepts to members of Congress each time support for such legislation was being considered. The concept of gainful employment as vocational in nature appeared to be obvious, but less apparent was how "homemaking as a vocation" or "education for work in the home" could be construed as worthy of support in the legislation. Finally, in the 1976

Vocational legislation, the terminology was clarified in a memorandum from Charles Buzzel, Acting Deputy Commissioner of Occupational and Adult Education, when he said that the legislation referred to the "occupation of consumer and homemaking as well as to gainful employment."[6] Through the years staff members in the federal office, in agreement with teacher educators and state supervisors, adhered to a policy of considering homemaking as a vocation or occupation, even though there was no direct compensation involved. The 1963 Vocational Act specifically supported the gainful employment concept.

With the development of secondary school programs there evolved a concept of "general" and "vocational" home economics. At times this differentiation was difficult to explain and/or defend due to communication "gaps" among professionals and people in local communities. In 1922 when it appeared necessary, definitions were made available in a government bulletin, yet the dilemma persisted.[7] Originally, "general" home economics was defined as courses appropriate to all girls as actual members of families with present home duties and probable relationships as future homemakers. The "vocation" emphasis was originally labeled "intensive" home economics and was designated appropriate for those girls and women who desired to prepare for specialized vocations based on specific aspects of the course content and for household management in their homes or in the homes of others. Eventually, the concept evolved that "vocational" programs were those supported by funds legislated in the Federal Vocation Acts and Amendments. "General" home economics programs were those taught in schools not having federal financial support from vocational legislation. Regardless of financial support, home economics in all schools reflected needs in modern families with leadership for programs assumed by staff members in the federal office.

The nature of the content in courses changed through the years in response to family needs. In the early years a most appropriate focus was placed on provision of instruction related to three basic needs of families—nutritious food, adequate clothing, and comfortable housing. At times the concept of home economics as "cooking and sewing" was both positively true and negatively untrue as well as either just or unjust. Some teachers, but never the leaders in the U.S. Office of Education nor the conscientious teachers, appeared to select content of programs in terms of personal preference rather than on the basis of learner needs. Publications from the federal office since 1917 depicted a program with a broad content in terms of all family needs rather than in terms of a narrowly conceived "sacred" body of knowledge. There is evidence in the literature that teachers were encouraged constantly to change content in terms of family circumstances at a given time. Perpetuating the limited food and clothing concept in the "public eye" resulted at times since teachers exhibited such products in displays. In "lean" times following a depression or war, when students helped to alleviate austere school budgets, products in these two phases of home economics were marketable in money-making projects. "Style shows" and refreshments for school functions became expectations in many communities. Serving meals for income in departments provided tangible and highly visible evidences of the results of teaching and learning in classrooms. Program focus and ultimate outcomes of programs for students became distorted in some schools in this manner. Those who provided the best programs in home economics adhered to the philosophy that effective teaching and learning resulted in the ability of students to deal successfully with all aspects of living within the family situation—managing resources, nurturing satisfying relationships, providing for health and comfort, making wise decisions.

In 1941 Edna Amidon, Chief of Home Economics Education in the U.S. Office of Education, expressed the belief that home life in America was important enough to command attention in the schools. Thus, she emphasized that an appropriate focus for home economics programs was the changing functions in the home due to technological and changing social conditions in our society. She said it was the function of the federal home economics staff to help teachers in the secondary schools make their programs effective through meeting the needs in the homes.[8]

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[6]Charles H. Buzzel, "Use of Home Economics Education Funds" (Memorandum) (Washington: Department of Health, Education, and Welfare, August 8, 1977), p. 1.

[7]*Reorganization of Home Economics in Secondary Schools.* Bulletin No. 5 (Washington: U.S. Office of Education, Vocational Education, 1922), p. 1.

[8]Edna P. Amidon, *Report of The Work of The Home Economics Education Service, 1940-1941* (Washington: U.S. Office of Education, Vocational Education, 1941), p. 1.

This belief reflected a dynamic philosophy that continued to undergird purposes and functions throughout the history of the home economics movement in the country after 1917. Strong leadership was available in the federal office to implement such a belief. The means of implementation changed from year to year as social, economic, and educational impacts affected the lives of individuals within families and of workers in occupations that utilized the knowledge and skills common to the field of home economics. In 1967 Lela O'Toole reiterated this "pledge" made by home economists through the years when she presented a paper to the National Vocational Education Council appointed by President Lyndon Johnson.[9] She noted that the central focus of home economics continued to be the well-being of the family and the quality, enrichment, and stability of family life. She noted, too, that since the 1963 Vocational Act, the preparation for the dual roles of homemaking and gainful employment utilized a common body of home economics knowledge. While the original concern was for improvement of home and family living through enrollment of girls primarily, boys were never excluded, and their enrollment increased gradually through the years.

At least a "baker's dozen" of ultimate ends to which federal staff assistance was provided are in evidence as the home economics "saga" unfolds in retrospect. Of major importance is the fact that improved family living through secondary programs became the paramount concern. The federal staff aimed to assume responsibility for clearly identified features that enhanced programs:

- Effective home economics programs in secondary and post-secondary/adult school settings to provide instruction pertinent to such relevant matters for families as management of resources, satisfying interpersonal relationships, adequate housing, nutritious diets, parenting understandings, adequate clothing, child development, and information pertinent to individuals entering the labor market.
- Home economics-oriented secondary school youth organizations that aid in relating classroom learning to practices in the home or in the work-a-day world.
- Productive supervision of secondary and post-secondary/adult home economics programs at state, city, and local levels of administration.
- Home economics inservice programs that keep teachers up to date in fulfilling their instructional responsibilities.
- Optimal undergraduate/preservice home economics teacher education programs in colleges and universities for upgrading competencies of teachers, supervisors, teacher educators, and administrators.
- Availability of researchers and research findings to provide sound bases on which to build, evaluate, and revise programs.
- Adequate sources and supply of professional publications available to home economics educators.
- Successful coordination of professional goals and activities at the national level between/among home economics agencies, institutions, and organizations.
- Legislation at the national level to undergird optimal quality home economics education programs.
- A monitoring system appropriate to maintenance of quality home economics education programs, attainment of goals inherent to federal legislation while avoiding "domination" that could "kill initiative," and accounting for the expenditure of funds.
- A satisfying reception and available aid to international home economics personnel when they are guests in the United States.
- Progressive home economics programs throughout the world for improvement of well-being for individuals and families through such assistance as is feasible.

Thus, funds appropriated originally by Congress to assist states, on a matching basis, to provide specific types of programs in the schools—Trade and Industrial Education, Agricultural Education, Home Economics Education—were expended with care in fulfilling purposes.

Through leadership policies of the federal staff, home economics educators altered programs, responded to requests, interacted with others in a common cause, shared insights related to impingements on family life, encouraged and initiated research, and produced publications for guidance of professionals. Such leadership enhanced the efforts of teachers

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[9]Lela O'Toole, *The Role of Home Economics in Vocational Education Today.* Presentation to National Vocational Education Council, United States Government, 1967.

Decision Making in Mate Selection

Lynda Cooper Harriman
Assistant Professor
Home Economics Education
University of Illinois

One of the most important life affecting decisions a person makes is the decision to marry. Marriage marks an important turning point in the lives of most people. Research indicates that those who marry young, who do not complete their high school education and who conceive a child prior to marriage have a higher than average risk of divorce (The Alan Guttmacher Institute, 1976). This high risk, however, does not seem to be a deterring factor to many youth.

As family life educators, Home Economists have an important role to play in helping young people develop realistic attitudes toward marriage and marital success. Developing realistic attitudes is promoted by learning opportunities in which students become aware of important factors in mate selection. The following objectives might be useful in planning learning experiences to emphasize the importance of intelligent decision-making in mate selection.

1. to identify personality needs which affect one's attraction to, and relationship with a partner
2. to analyze the ability of partners to meet one another's needs
3. to identify qualities important in a marriage partner
4. to identify one's own personal qualities which contribute to or detract from one's marriageability
5. to clarify important marriage values
6. to analyze one's partner's ability to contribute to important marriage values

Mate Selection Theories

Mate selection theories provide a useful framework for meeting these objectives in family living and marriage preparation courses.

(1) *The theory of complementary needs* suggests that individuals select mates who complement and gratify their personality needs (Eshleman, 1974). The dominant person who is attracted to the submissive person would be an example. Although there is little empirical support for this theory, it has been established that personality needs do influence behavior. In addition, it seems reasonable to expect they would influence human relationships. Another person's ability to meet one's personality needs may affect one's attraction to that person. Without assistance, young people may be unaware that people sometimes hold onto an otherwise unsatisfying relationship, because the relationship provides security or meets some other basic personality need. The following learning activity adapted from the Marital Need Satisfaction Scale (Stinnett et al., 1970) provides students with the opportunity to identify their own personality needs and the ability of their partners to meet these needs.

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and teacher educators as they functioned in classrooms or elsewhere to help students cope with varying family situations in times of affluence, depression, crises, social turmoil, economic inequities, war, peace, and other societal phenomena.

The influence of the personnel in the U.S. Office of Education was positive and encouraging, and it "set the stage" for those who continue in the profession to build on a sound base established during the first three-quarters of the century. The future of the home economics profession remains with those who can review their heritage with an understanding of the circumstances under which their colleagues produced it, can create present programs from a perspective "in tune with" family living and the world of work today, and can chart future potentialities and appropriate contributions by professionals to educating the "guardians" of wholesome family life in the next three-quarters of a new century.

Learning activity:

Prioritize the list of personality needs to be satisfied through marriage. In column (A) place number 1 next to your *most* important need and order the list to your *least* important need.

I need someone to:

(A)	(B)		(A)	(B)	
____	____	confide in	____	____	give me confidence
____	____	show affection	____	____	back me in difficulty
____	____	respect my ideal	____	____	appreciate me just as I am
____	____	appreciate what I wish to achieve	____	____	admire my ability
			____	____	make me feel important
____	____	understand my moods	____	____	relieve my loneliness
____	____	help make my decisions	____	____	love me
____	____	stimulate my ambition	____	____	other:
____	____	look up to me	____	____	other:

The same checklist can be used to help students analyze the quality of their relationships and the ability of their partners to relate to them in positive ways which satisfy their needs. Simply have them go through the checklist a second time using column (B) to check which needs their partner is able to meet, as they perceive the situation.

It is also helpful for students to have their partners complete the checklist and discuss their responses jointly. They should be encouraged to discuss: (1) why partners have difficulty meeting one another's needs; (2) what each one could do to better meet the other's needs and improve the quality of the relationship; (3) how meeting a partner's needs may affect one's own needs.

(2) *Social exchange theory* suggests that mate selection is a process of social exchange, whereby one considers the qualities desirable in a mate and the qualities s/he has to exchange. These qualities include such things as behaviors, resources (money or others), intelligence, attractive appearance, and services another can provide you. Thus, relationships are put on a cost-benefit ratio. According to Knox (1979, p. 193) "you will marry the person who offers you the greatest rewards at the lowest cost of all the people who are available to you." An individual tries to identify someone who can offer equivalent qualities to what s/he has to exchange. In a given relationship the person with the least interest in the relationship is said to have the greatest control over the continuation and conditions of the relationship.

An interesting way to help students identify personal qualities they have to offer to a marriage relationship is to have them complete a marriage resumé such as the one following adapted from Mary Williams, *Marriage for Beginners*, 1967. In other adult roles, for instance in the world of work, people are required to identify their competencies for a position. Completing the same exercise, prior to marriage, can help students identify qualities they have to bring to a marriage relationship and whether these qualities have positive or negative value in maintaining that relationship.

Learning Activity:

Complete the marriage resumé as honestly and completely as possible. Consider how your weaknesses might be turned into strengths.

Marriage Resumé

Name:	Age:
Description of self:	Description of my family:
Interests:	Ambitions:
Education:	Values & goals:
Likes:	Dislikes:
Positive assets:	Negative liabilities:

Students may wish to complete the resumé a second time identifying the qualities of their "ideal" mate or those of the person they are currently dating. A comparison of the qualities of one's ideal mate with those of one's current dating partner can be useful in helping students clarify the qualities they consider *most* important and/or essential in a mate.

(3) *Value consensus* has been theorized to be important in the process of mate selection. Some research evidence supports the notion that value consensus is related to a sense of progress toward permanence during the mate selection period (Kerckhoff & Davis, 1962). When two people perceive that they have similar value orientations, they may be more likely to develop positive feelings for one another. Agreeing with and accepting another's values also implies acceptance of the other person. It is theorized that we like those who share our values and beliefs (Byrne, 1971).

In order to compare the compatibility of one's marriage values with those of a partner it is necessary to spend time identifying and clarifying our values. Values that are important in selecting a date to the prom, i.e., good dancer, owns a car, football player or cheerleader, are not likely to be the values that are really important in selecting a marriage partner. Students who are taught to clarify their marriage values are likely to make decisions in mate selection with more lasting satisfaction.

Characteristics which mate selection theories suggest influence marital choice can form the basis for a values clarification instrument such as the one below (Murstein, 1970; Kerckhoff & Davis, 1962).

Learning activity:

Clarifying Your Marriage Values

Directions: (A) Identify marriage values in the categories below which you consider most important for you in a marriage relationship. Rank order your values in the blanks at the bottom of the page by listing your three most important ones.

Value(s) toward:

Children ________________________________

Sexual fidelity ________________________________

Sex roles ________________________________

Marital decision-making ________________________________

Religion ________________________________

Politics ________________________________

Money ________________________________

Lifestyle ________________________________

Relations with extended family ________________________________

Relations with friends and peers ________________________________

Career ________________________________

Other (name) ________________________________

Other (name) ________________________________

Your Rating

1. The most important value ________________________________
2. The second most important value ________________________________
3. The third most important value ________________________________

Directions: (B) Have your partner complete this exercise. Discuss your value differences and similarities. Consider where compromises may be possible.

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Helping Students Manage Stress

Marjorie Inana*
Assistant Professor
Home Economics Education
University of Maryland

During the past few years, newspapers, popular magazines, and professional journals have frequently dealt with the subject of teacher burnout and its relationship to stress. However, little attention has been paid to relating information about stress to students.

Middle school and high school students frequently experience stress both at home and at school. Today, students often feel the effects of their parents' divorce or unemployment. Older students are sometimes expected to take on extra child care responsibilities for younger children in the family, or find work themselves in order to contribute money to their family. At school, they may have to deal with peer pressures to become involved in alcohol or drugs. These pressures, along with the normal stresses of adolescence, increase the incidence of stress in the lives of middle and high school students. These stresses are often manifested in teenage suicides, maladaptive behavior in the classroom, and increased numbers of students in school health rooms complaining of headaches, stomach aches, and fatigue.

Home economics classrooms are a natural place to explore information about stress and how to cope with it, especially in family living or child development courses. Many of these courses deal directly or indirectly with life transitions such as marriage, parenting, or divorce, which are typically times of high stress for individuals or families. Home economics curricula in the middle school frequently cover such topics as interpersonal relationships, or understanding yourself and others, which could lend themselves to the inclusion of information regarding stress. When management of resources is discussed in home economics classes, information about stress can also fit into the curriculum since time management is one way of dealing with stress. Some teaching suggestions follow.

*Personal thanks to my mother, Anna Weyant, for awakening my interest in this topic and sharing her ideas with me.

(continued from page 230)

Summary

Theories of mate selection provide a viable framework for teaching students to approach marriage intelligently. Consideration of personality needs, marriageability qualities and marriage values help dispel the myth that successful marriages just happen or depend on luck. Students who have the opportunity to identify, analyze and compare their own personality needs, marriageability qualities and marriage values with those of dating partners have the potential to select a mate intelligently and build a successful marriage.

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SIGNS OF STRESS

OBJECTIVES: Students will define stress.
Students will list physical, emotional, and behavioral signs of stress.
Students will analyze typical stressful situations in order to determine signs of stress.

When individuals are feeling the effects of stress, they often describe their feelings in terms of physical, emotional, or behavioral reactions. Students may be introduced to this topic by asking: What do you think stress is? Students may say they feel "up tight," pressured, or anxious. Others may say they are tense, "have butterflies in my stomach," or cry a lot. These terms that students use to define stress may be written on the board. Using these descriptions, the teacher can begin to help students understand that stress can manifest itself in a variety of ways that may affect one's behavior or physical and mental health.

Then the teacher can encourage the students to identify additional signs of stress. Using small groups, s/he can ask students to examine worksheet #1 (see p. 234) and identify, in addition to the ones listed, signs of stress for each category.

Worksheet #2 (see p. 234) provides examples of some typical situations that can cause stress. Students could use the information in worksheet #1 to help them decide how students in each of the sample situations may react. Findings of these two worksheets could be shared with the entire class.

* * * * * *

WHAT CAUSES STRESS

OBJECTIVES: Students will identify stress situations in their own lives.
Students will categorize personal stress situations.

Stress can be experienced in many areas of a person's life. Once students understand the definition and signs of stress, teachers may encourage them to identify typical situations that cause stress in their lives.

Students typically experience stress in one or more of the following areas: in school, with their family, with friends, at work, or in the larger environment. At other times, stress is caused by poor time management, or even by being recognized for outstanding achievement.

Students may individually fill out worksheet #3 (see p. 235) to identify situations which are causing stress in their own lives, and it should remain confidential.

In order to help students to identify where they are experiencing stress in their own lives, each individual student can use worksheet #4 (see p. 235) to categorize the areas marked on worksheet #3. When the students complete these two worksheets, the teacher may wish to take a class survey to find out where the majority of the students experience the most stress in their lives. The teacher may point out that, depending on the individual and the stage of life, stress may be experienced in different categories over time.

* * * * * *

FACTS ABOUT STRESS

OBJECTIVES: Students will compare the positive and negative aspects of stress.
Students will analyze the relationship between stress and one's physical and mental health.
Students will recognize that the amount, intensity, and duration of stress affects one's ability to manage stress.

Individuals

Individuals often tend to focus on the negative aspects of stress and sometimes fail to recognize the positive effects that stress can have on a person's life. Teachers can help students to see that stress is unavoidable in life and that stress can have both positive and negative effects. It can motivate us to do our best and stimulate us. Negative effects of stress include physical illness, anxiety, tension, and personality changes.

Individuals vary in the ways they perceive stress. The amount, intensity, and duration of stressful situations can determine whether a person experiences positive or negative effects. Just as all people are different, the amount of stress that each person can adequately manage varies from individual to individual. Also stress tends to be situational. At one time in a person's life an event may be perceived as stressful, while at another point in time, the same event is not perceived this way.

Students may review worksheet #1 in order to understand the relationship between stress and physical and emotional health. In a manner that does not violate privacy, teachers may ask students to list the symptoms and negative effects that stress can have on students' lives. Using worksheet #4, teachers can encourage students to make generalizations about the amount, intensity, and duration of stress in their lives.

* * * * * *

COPING WITH STRESS

OBJECTIVE: Students will identify ways to manage stress.

Self-awareness is the first step in coping with stress. Teachers can help students to recognize that the goal of stress management is not total elimination of stress, but the ability to manage it in a positive way so that physical and emotional health are not impaired. Through diet, exercise, regular sleep, and relaxation, stress can be controlled to a degree. Another way to manage stress is to have good interpersonal relationship skills. Time management skills are a third way that individuals can control stress, such as establishing routines, setting priorities, and taking advantage of periods of the day when one works best.

Using worksheet #5 (see p. 235) students may work in small groups to identify additional ways that stress can be managed. These ideas can then be shared with the entire class.

EVALUATION

In order to evaluate whether students understand the material covered, teachers could use case situations such as those below. Students could identify the stresses Barbara and Jim are experiencing and list the ways Barbara and Jim are manifesting these stresses. The teacher can encourage students to compare ways that the stress is affecting Barbara and Jim's behavior and their physical and emotional health, and to give suggestions for how Barbara and Jim could manage their stress more effectively.

PROBLEMS FOR EVALUATION

Barbara's Story: Barbara's parents recently separated. Barbara and her two younger sisters live with their mother and spend every other weekend with their father in a nearby city. Barbara's mother has gone back to work and expects Barbara to be home to take care of her sisters after school and to make dinner. Barbara's best friend Cindy is getting upset because the time they used to spend together has decreased considerably. Barbara is finding herself yelling at her sisters frequently and has been fighting with her mother more in recent weeks. In school, Barbara has been a frequent visitor to the health room complaining of stomach aches and being tired. Yesterday, she fell asleep in math class and her teacher gave her detention.

Jim's Story: Jim has always been an outstanding student and is a star basketball player on the school team. Three months ago, his younger brother got very sick and his parents began spending all their free time at the hospital. They are rarely home, but when they are, they frequently are impatient with Jim. Jim hasn't been eating very regularly since he never seems to feel hungry. Lately he has been having nightmares about dying and he has been sleeping less. This week, in English class, he got a C on a test. When his teacher called him in to discuss the grade, Jim accused the teacher of asking questions that were too difficult. The teacher got angry with Jim and told him to straighten up and work harder. Jim finds himself feeling anxious and "keyed up" all the time.

A final evaluation to help students relate this information to themselves could be to have each student fill out worksheet #6 (see p. 235). Here students are to identify several stresses in their life (use worksheet #3), their reactions to stress (worksheet #1), and list ways they can manage their stress (worksheet #5).

CONCLUSION

Stress occurs in each person's life. Being able to identify stress and its symptoms is the first step in being able to manage it effectively. Helping students to develop skills in stress management can have beneficial effects in all areas of their life.

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WORKSHEET #1—SIGNS OF STRESS

PHYSICAL SIGNS	EMOTIONAL SIGNS	BEHAVIORAL SIGNS
1. headache	1. frustrated	1. eating more, less, or not at all
2. stomach ache	2. feeling overwhelmed	3. frequent crying
3. skin problems	3. no sense of humor	3. putting off work that needs doing
4. tense muscles	4. easily angered	4. sleeping more or less
5. feeling keyed up	5. nightmares	5. spending more time alone
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

WORKSHEET #2—HOW MIGHT THESE STUDENTS REACT IN THE FOLLOWING SITUATIONS?

SITUATION	PHYSICAL SIGNS	EMOTIONAL SIGNS	BEHAVIORAL SIGNS
1. Julie broke up with her boyfriend and just discovered she is pregnant.			
2. Tom's parents are separated and thinking about a divorce. Tom and his sisters will live with different parents in different cities.			
3. Sarah's friends are all into drugs. They have been pressuring her to do drugs too but Sarah isn't sure.			
4. John has always been an outstanding student but recently in biology has been having problems. Yesterday he failed a test.			

WORKSHEET #3—STRESS INVENTORY*

(check items you have experienced in the last year)

1. trouble with police
2. personal illness or injury
3. hospitalized
4. remarriage of a parent
5. trouble at work
6. trouble with parents
7. fight with best friend
8. trouble with boy/girl friend
9. behind in school work
10. moved to a new house or apartment
11. pressure from friends to take drugs or alcohol
12. lack of friends
13. elected a class officer
14. very popular in school
15. overweight or underweight
16. death of a close family member
17. death of a close friend
18. parents divorced
19. parents separated
20. pregnancy of self (or girlfriend if male)
21. sexual problems
22. loss of a close friendship
23. verbal fight with a teacher
24. outstanding personal achievement
25. failed an important course
26. frequent fighting with brothers or sisters
27. argument with a teacher
28. low grades in school
29. high grades in school
30. suspended from school

*Adapted from T. H. Holmes and R. H. Rahe, "The Social Readjustment Rating Scale," *Journal of Psychosomatic Research*, vol. 11, 1967, pp. 213-218.

WORKSHEET #4—STRESS CATEGORIES

RELATIONSHIPS AT HOME
1.
2.
3.
4.
5.

RELATIONSHIPS WITH FRIENDS
1.
2.
3.
4.
5.

RELATIONSHIPS AT SCHOOL
1.
2.
3.
4.
5.

RECOGNITION BY OTHERS
(Outstanding Achievements)
1.
2.
3.
4.
5.

TIME SCHEDULE PROBLEMS
1.
2.
3.
4.
5.

PHYSICAL PROBLEMS
1.
2.
3.
4.
5.

OTHER PROBLEMS
1.
2.
3.
4.
5.

WORKSHEET #5—COPING WITH STRESS

COPING PHYSICALLY	COPING EMOTIONALLY	COPING BEHAVIORALLY
1. eat regularly	1. get rest	1. practice time management
2. exercise	2. relaxation	2. reward yourself for doing something well
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.

WORKSHEET #6—PERSONAL STRESS COPING PLAN

PRIMARY STRESS IN MY LIFE	SYMPTOMS (include physical, emotional, and behavioral symptoms)	COPING STRATEGY (include physical, emotional, and behavioral
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Social Aspects in Secondary School Home Economics in England and Wales
or Confusion now hath made his masterpiece*

Walter S. Fahey
Senior Lecturer
Department of Continuing Education, Gloucestershire College of Arts and Technology

(formerly Senior Lecturer in Sociology, Department of Home Economics, Gloucestershire College of Education)

Until relatively recently home economics in England and Wales was labelled almost exclusively as an empirical subject concerned largely with practical matters, but in the past few years it has become much more sophisticated with its theoretical feet in many contributing disciplines.

While in no way belittling the relevance of the practical face of contemporary home economics, it is nevertheless true that, even at the meanest level, the subject is beginning to display another face to the world. Descriptive and isolated discussion of empirical phenomena such as foodhandling, cooking, or welfare issues, are giving way to an emphasis on the analysis of the principles and theories underlying the twin fundamentals upon which the discipline itself is built.

On the one hand there are the fundamentally physical aspects of home economics, the knowledge of sociobiology, sociochemistry and sociophysics necessary to the understanding of bodily functions and the behaviour of materials and artifacts with which human beings are in contact.

On the other hand, there are the fundamentally social aspects of the subject, the knowledge of the sociology of family life within the context of the wider society. But although the social aspects of home economics have of late become relatively more important as a proportion of the whole, there is, in England at least, something less than full consensus on the interpretation of the concept itself.

For some, the social aspects of home economics are still taken to mean the rather narrow study of social administration, that is, the study of the welfare state, those in need, the unfortunate and the labelled. On the other hand, more and more home economists in England are coming to view social aspects as including the exciting and significant sociological analysis of human behavior.

Educational Provision in England and Wales

Before one may discuss further the current interpretation of the social aspects of home economics in England and Wales, it is essential to introduce the overseas reader to the system of education per se. There is no such thing as the "British system of education" since Scotland, which was a separate Kingdom until 1603, retains its own unique system to this day.

Children begin school at five years of age, and normally transfer to a secondary school at eleven. This secondary system is divided into two broad types. There are areas where children are selected by examination at eleven years of age, for grammar schools if considered "bright," or secondary modern schools if "not so bright." These areas account for about 12% of all secondary school pupils. But, increasingly, local authorities are "going comprehensive," that is, providing unselected schools which cater for all children from a specific neighbourhood (see Figure 1).

There are two main types of examination in secondary education, the General Certificate of Education (GCE), and the Certificate of Secondary Education (CSE). The GCE is granted by eight examining bodies, and pupils may take as many or as few subjects as they wish. Subjects, including home economics, are offered at ordinary ('O') level and at advanced ('A') level, and the attainment of these examinations is the gateway to higher education.

Unlike the U.S.A., failure at advanced level in England and Wales normally takes students out of the education system for good. An analysis of 'A' level home economics examinations is thus a paramount concern of this paper. Examination success requires knowledge of the subject matter in question. It is not a matter of graduation from an accredited high school or the passing of a scholastic or aptitude test. In England there is no equivalent of either the American College Test or the Scholastic Aptitude Test. The Certificate of Secondary Education (CSE) is a lower status qualification than the GCE and is internally set and examined.

*William Shakespeare, Macbeth, Act 2, Scene 3.

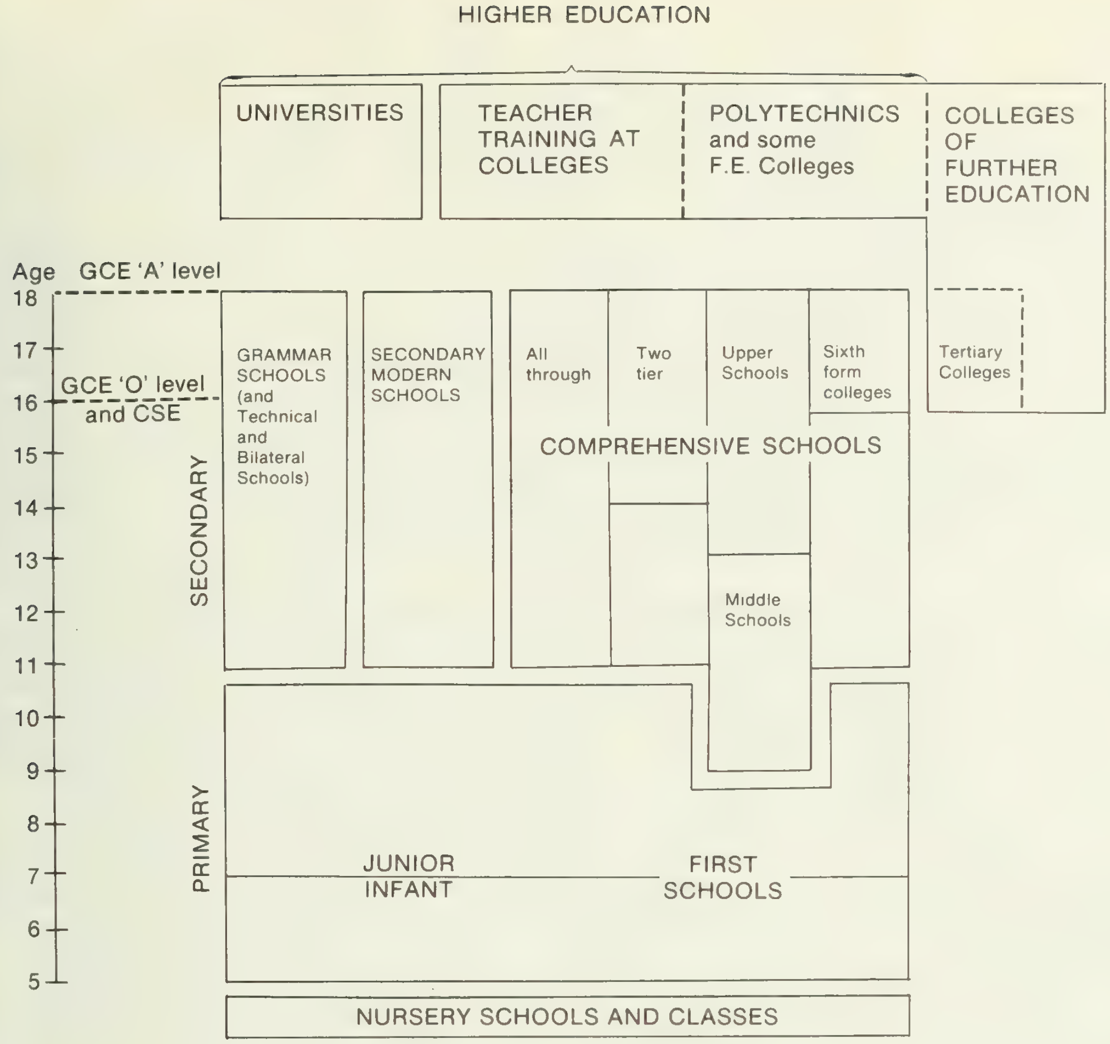

Figure 1. Educational provision in England and Wales. This diagram shows the main elements in the provision of publicly maintained schools and of further and higher education in England and Wales. (Source: Department of Education & Science. "The Educational System of England and Wales," 1978.

The advanced level General Certificate of Education (GCE) qualification is of special interest in a society with an educational system which emphasises formal assessment and examination as the step to the next educational level. Normally the minimum entrance requirement for higher education home economics is five GCE passes, two of which must be at advanced level, but none of these necessarily being in home economics itself.

The term "higher education" refers to degree or similar level education at universities, polytechnics or teacher training colleges, etc., whereas lower level tertiary education is referred to as "further education" (see Figure 1).

First degrees in England and Wales are normally of three types, Bachelor of Arts (BA), Bachelor of Science (BSc), and, as a teaching qualification, Bachelor of Education (BEd). Currently some 17 teacher training colleges and polytechnics, plus the University of Surrey offer degrees in home economics.[1]

Home Economics

Home econmics at all levels, including the secondary, if it is to contribute to societal well-being in general and to the education of the individual in particular, should ideally be as dynamic as the society in which it is taught. Take the International Federation of Home Economics' definition of the subject adopted at its Council Meeting in Sligo, Ireland, 1979, as a starting point. "Home Economics is concerned with using, developing and managing human and material resources for the benefit of individuals, families, institutions and the community, now and in the future. This involves study and research in sciences and arts concerned with different aspects of family life and its interaction with the physical, economic and social environment."

[1]For a current account of home economics courses in England and Wales see "Home Economics" (U.K.), March, 1981, or "Housecraft" (U.K.), January, 1981.

Clearly home economics is closely related to the wider society in which its students live. Even at the lowest level the home economist cannot and should not be concerned solely with "cookery." Sociological and social administrative aspects of the discipline are necessarily as important in home economics at secondary level as they are at tertiary. Not only adults but also secondary school students live in a world of dramatic technological and social change, a world in which "facts," be they facts about home economics or not, must be analysed from both their objective and subjective perspectives.

Teenage English students taking advanced level home economics examinations have usually reached the stage of abstract rational thought and mental ability which enables one critically to analyse relevant material, yet several examining boards remain somewhat descriptive in demand. Of the six regional boards which offer advanced level home economics, only three insist on a compulsory paper on the social aspects of the subject. Half the boards demand knowledge of social administration only, that is, knowledge of the various social services and current social policy, thereby largely avoiding the sociological analysis of the family in the wider society, the changing roles of men, women and children, the problems of social class, or of changing attitudes towards work, etc. (see Table 1).

Table 1. Analysis of Question Frequency on Core and Associated "Social Aspects" Paper

BOARD	SOCIOLOGICAL The growth of modern society; the family and the wider contemporary society.	SOCIAL ADMINISTRATIVE The social services, social problems, policy. Local and Central Government. Voluntary organisations. Education, special needs, health, housing, social security.	"ASSOCIATED" QUESTIONS Consumer education; family budgeting and diet. Pollution, etc.
ASSOCIATED EXAMINING		24	
CAMBRIDGE	3	15	6
JOINT MATRICULATION (Northern Universities)	6	16	2
LONDON	8	12	4
OXFORD		24	
WELSH (2 years only)	5	8	3

London Board papers, 1979, 1980 and Specimen 1977.
Cambridge, Joint Matriculation Boards, 1977, 1978, 1979.
A.E.B. and Oxford Board, 1978, 1979, 1980.
Welsh Board, 1978, 1979.

Some examining boards do demand knowledge of both social administration and of sociology. The London board for example is obviously well aware that ". . . contemporary home economics must be studied and practised in a climate of continuous social and technological change," and accordingly sets questions with a theoretical as well as an empirical basis.[2]

The Joint Matriculation Board includes in its aims "to encourage in pupils a consideration of personal relationships within the family and the relation of the family to contemporary society,"[3] and sets examination questions related to both the social services on the one hand and the sociology of the family within the wider society on the other.

Such approaches as mentioned above can assist greatly those students going on to higher education, for multidisciplinary and interdisciplinary home economics is the norm at college or university, and the student arriving without sufficient knowledge of either of the twin fundamentals upon which home economics is built is obviously at something of a disadvantage.

The manner in which secondary level home economics is taught and offered, or not offered, as the case may be, in England and Wales, mainly to girls by women who, intentionally or not, often act as effective perpetuators of the status quo with respect to the

[2]University of London GCE Examinations, Home Economics, 310, Advanced Level, page 329.
[3]Joint Matriculation Board GCE Examinations, Domestic Science, Advanced Level, page 531.

teaching of the subject, can further disadvantage students vis-a-vis those taking other subjects.

It is interesting to note that historically speaking, English boys were not, as is usually assumed, necessarily absent from contact with the historical equivalent of home economics. Early photographs show working class boys engaged in boot repairing and sewing as part of their normal school studies.[4] And a quote from the *Gloucester Journal* of January 25, 1902, illustrates the same point: ". . . that this Board do give permission for the boys at Tuffley Court to receive a course of cookery lessons from a teacher from the Gloucester School of Cookery at a fee of 35 shillings for the course of ten lessons."[5] Nevertheless, now as then, most English children are socialised, covertly and overtly, at home and in school, that girls are inferior to boys. And home economics being largely a female-orientated subject, at least at the secondary level is, not surprisingly, given relatively low academic status.

Not only does home economics in contemporary secondary education suffer from sexism, but as already stated, some regional home economic boards permit the total avoidance of examination in one of the twin pillars of the subject itself, the sociological perspective within home economics, and thus it suffers also from a narrowness of approach which is reflected in its low academic standing.

If social aspects of the subject became compulsory at all levels of instruction, and home economics were offered from interdisciplinary and multidisciplinary perspectives in the secondary school by teachers of both sexes using their expertise and particular approaches, then much of the logic currently used in England to dissuade boys from serious study of home economics would disappear.

Males are already involved in lecturing and as undergraduates in several societies. As Professor Roger Irving, Head of home economics at the University of Surrey states with regard to West German degree level studies, ". . . some 20 percnet of students are men."[6] More important are the changing role relationships within the contemporary family and in the wider society of which it is part. No definition of home economics worth mentioning fails to recognise discussion and analysis of "the family" as basic and crucial to the discipline.

Boys and men are today performing tasks and duties considered "women's work" by previous generations, and women are often involved as family breadwinners. The majority of married women in England and Wales are involved in work outside the home, and with an increasing proportion of the three million unemployed in Britain being male industrial workers, role reversal is becoming more and more common.[7] There are over three-quarters of a million one-parent families in Britain with over 1¼ million dependent children involved, and one-fifth of these single parents are male.[8] A broad-based multidisciplinary home economics thus appears to be a relevant subject for both sexes in a society where both the proportion of women as wage earners and the proportion of men acting as "housepersons" is increasing.

Conclusions

To conclude, home economics is taught in all types of secondary schools in England and Wales, but the type of local authority, the differences in the curricula of different types of secondary school, and the individual decisions of head teachers, broaden or narrow student chances and potential levels of achievement; these, in turn, widen or narrow student chances of entering and completing higher education home economics courses. Subject status and prestige is, by and large, low in home economics in England and Wales. It is still labelled a female-orientated subject in most schools.

Britain is a complex and dynamic society and there has been some recent movement in direction towards multidisciplinary studies in higher education but as yet there is no visible or widespread parallel movement in secondary education home economics. The key to higher education in home economics, the advanced level General Certificate of Education, is split by divisions in regional examination emphasis and content. The regional variation with respect to the social aspects of the discipline leaves one to question the value of formal examinations per se. "Standards are not constant; the boards differ in their criteria; and some pupils who

(continued bottom of page 240)

[4]J. G. Legge, "The Thinking Hand or Practical Education in The Elementary School," Macmillan, London, 1914.
[5]Minutes of The Gloucester Board of Guardians (1902), *The Gloucester Journal*, January 25, 1902, page 2.
[6]R. J. Irving, "West Germany's Approach to H.E. Degree Courses," in *Housecraft*, October 1979, page 246.
[7]The Department of Employment, New Earnings Survey, 1979, Part E.
[8]P. and P. Willmott, The Age of Family Diversity, in "New Society," December 21, 1979, p. viii.

Betsy Babich
Home Economics Teacher
Tucson (Arizona) Unified
School District

A Target Approach for Student Self-Evaluation

We have all wondered how to create a situation that provides for student growth as well as assessment of learning and performance. Student evaluation is never easy. We are always concerned about providing evidence of student growth.

Following student progress at the work station is one of the most demanding functions that an occupational teacher-coordinator must do. The participants in the evaluation of student progress include the student, work supervisor, and the teacher-coordinator. This requires articulation among these three individuals, and it is not an easy process. One way to facilitate this process and acquire tangible evidence of student growth is through an evaluation device that provides specific items, or targets, which stimulate and encourage communication.

The target approach to student assessment described here is intended as a self-evaluation instrument in a home economics-related occupational program. It provides a non-threatening way to evaluate such items as cooperation, general attitudes, and communication. It is designed to stimulate communication between student and job supervisor. Each completes the form independently and a conference is then arranged to discuss the results. By placing the number of the grading period in the appropriate spot on the target, it is easy to identify changes in performance from one marking period to the next, thereby offering, at a glance, the progression made during the year.

Development of the items included in the targets began with students identifying items they considered important for success on the job. The list was expanded and additional criteria were identified by an occupational home economics advisory committee. The suggestions were then organized by the teacher-coordinator and reviewed by a group of students, parents, and employers. The method was then field tested for one year with an occupational home economics class. Revisions were made based on the comments from the students and employers.

As the teacher-coordinator I could observe the target approach in action. There were comments shared by students:

> "I didn't realize that I had improved so much during the year."
> "When I had to think through my own activities, I realized that change could only take place through me."
> "This really helped me to talk with my training supervisor."

(continued from page 239)

gain a particular grade on one paper may not do so on an alternative. We also know that standards do vary from year to year."[9]

But accepting the reality that examinations remain, should social aspects be a compulsory or an optional part of 'A' level home economics? Should social aspects of the discipline be concerned with the "social services" only or should they deal also with the analysis of the family and the wider society?

The current position of social aspects of secondary level home economics in England and Wales may be summed up at the end as it was in the beginning, with a quote from William Shakespeare: "*. . . bright things come to confusion*" (A Midsummer night's Dream).

[9]P. Mortimore, "Time To Re-Examine The System," in *The Guardian*, June 29, 1980.

Reactions from the work station supervisors were just as positive. Their enthusiasm was reflected in the following statements:

"This helped me to identify specific areas in need of special help."

"The student and I could work together on examining the targets and in identifying additional targets specific to this work station."

"It helped me write better evaluations required by my company."

"It increased my awareness of the individual needs of my student worker."

As a result of the field testing, the following recommendations were offered by the students, work station supervisor, advisory committee, and teacher-coordinator.

1. Encourage learners to include their own criteria for evaluation.
2. Use the targets individually to address specific needs or collectively for a total evaluation.
3. Reproduce two copies of the evaluation instrument for each student, one for the work station supervisor and one for the student.
4. Promote the student-supervisor conference in which *both* share responses from the evaluation form.
5. Support a three-way conference to discuss the student's progress, whenever possible—teacher-coordinator, student, and job supervisor.
6. Adapt items to meet specific needs of individual evaluation procedures established by the work station.
7. Adjust the items for specific learners and specific situations.

Growth is the aim of the evaluation process for students. A target approach can help direct that aim by providing one strategy that aids in the communication process. When this is accomplished major contributions to the total growth of individuals in occupational home economics can be realized.

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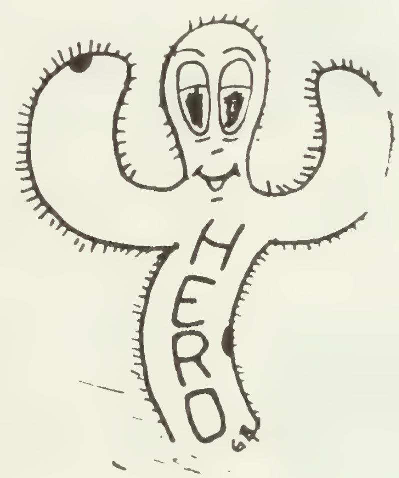
HERO illustrations by George Babich.

SELF-EVALUATION



Does your job sometimes keep you going around in circles? The following self-evaluation should help you to determine your areas of strengths as well as areas that need improvement.

DIRECTIONS FOR STUDENT

Fill out the self-evaluation device by reading each statement and choosing the response that best describes your behavior. Use the following scale.

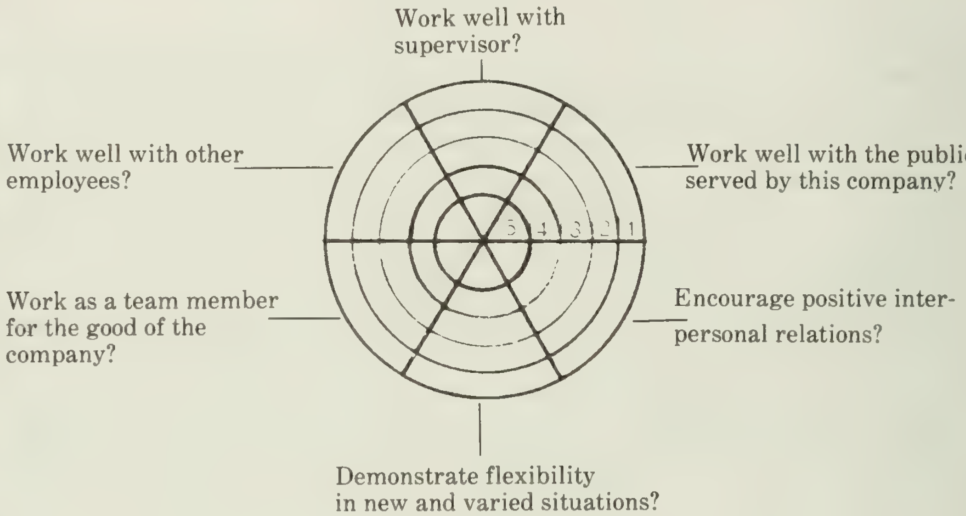
Not part of behavior	Desire to become part of behavior	Part of behavior with guidance	Generally part of behavior	Consistently part of behavior
1	2	3	4	5

Place the number of the grading period (term, quarter, semester) in the circle that corresponds to your decision. After you have completed the form, make an appointment with your supervisor to discuss your answers.

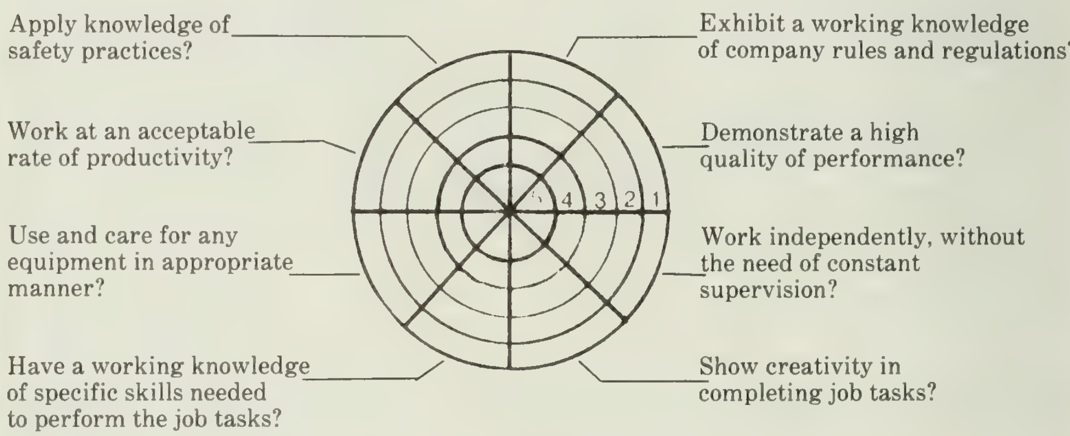
DIRECTIONS FOR SUPERVISOR

Fill out the evaluation device by reading each statement and choosing the response that best describes your student. Use the scale above. Place the number of the grading period in that part of the circle that corresponds to your decision concerning your student. For optimum growth and development it is recommended that you arrange a time to discuss your responses to the evaluation device and offer any additional comments that would help the student perform at a higher level.

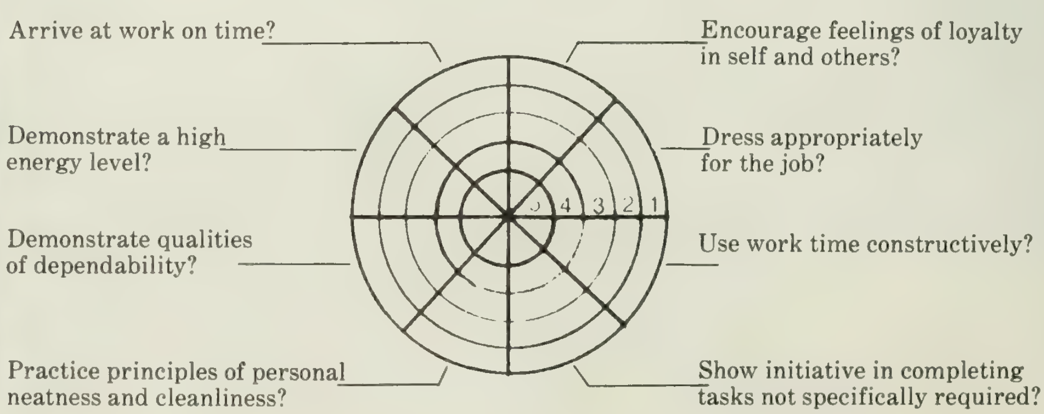
COOPERATION — Do I or Does the student



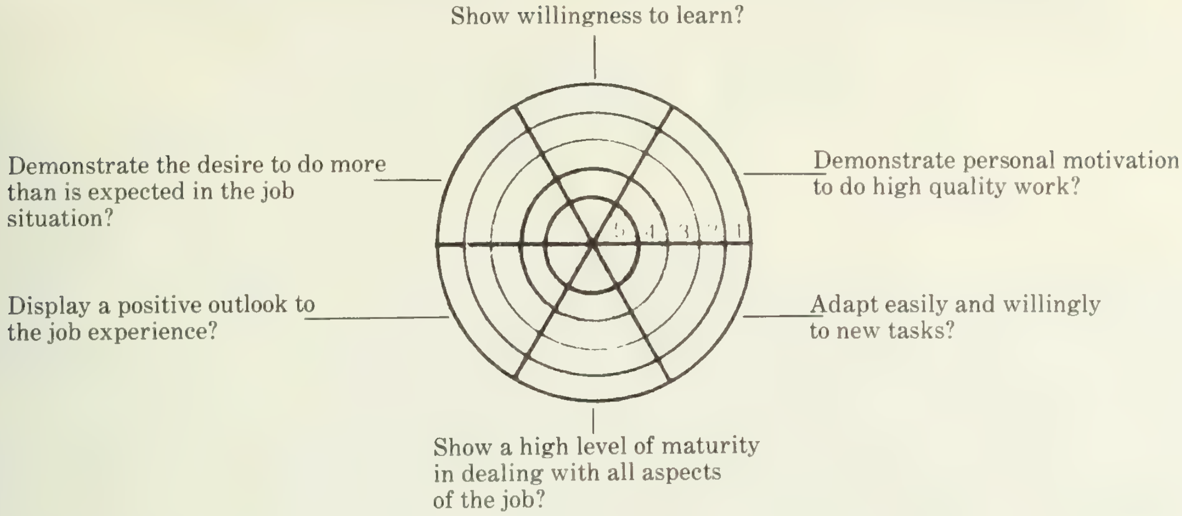
JOB PERFORMANCE — Do I or Does the student



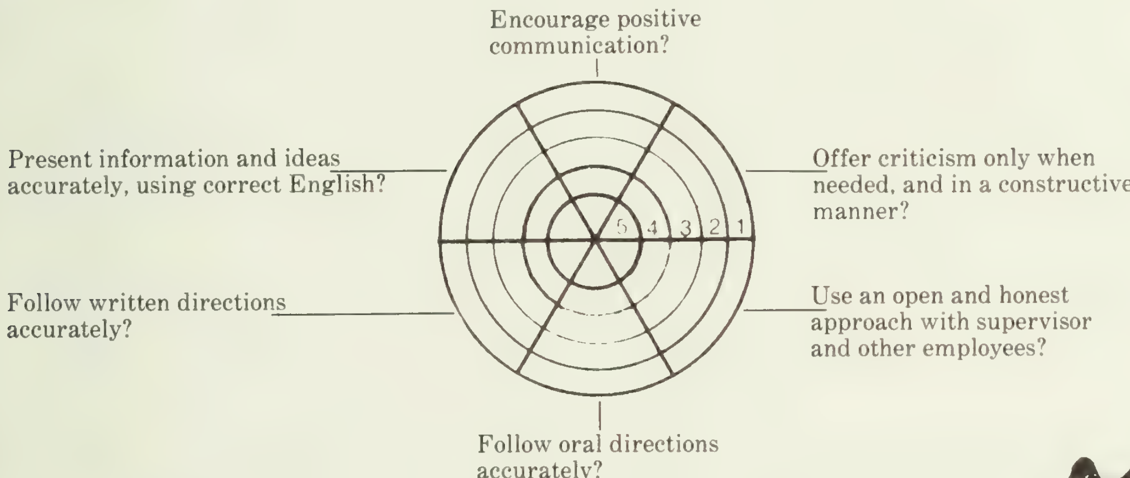
WORLD OF WORK SKILLS — Do I or Does the student

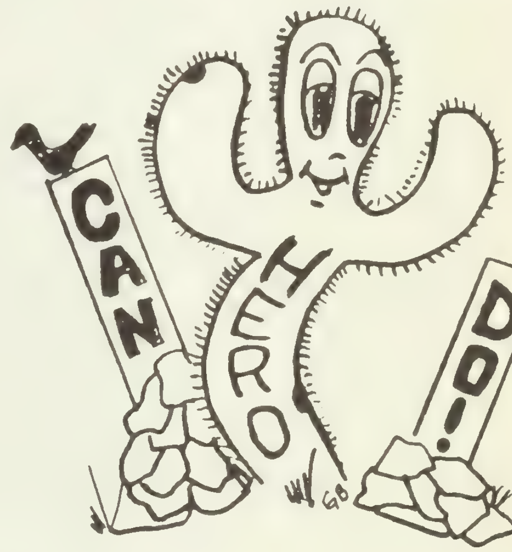


GENERAL ATTITUDE — Do I or Does the student



COMMUNICATION — Do I or Does the student





SUMMARY OF SELF-EVALUATION

1. Which area shows the greatest strengths?

   List specific areas of strength.

2. Which area shows the greatest need for improvement?

   List specific areas that need improvement.

3. State three objectives to work toward during the coming quarter.

   A.

   B.

   C.

4. List any additional comments concerning the work experience that you wish to add.

EXPERIENTIAL EDUCATION—WE TRIED IT

Sarah T. Henry
Assistant Dean
College of Home Economics
University of Kentucky

Elinor C. Hay
Chairman, Department of
Home Economics
Georgetown College (KY)

Skills gained through credible work experience have become recognized competencies for occupational home economics teachers. And such competencies have formed a framework for teacher education programs. For example, the position paper from the professional coalition of AHEA, AVA and HEEA[1] emphasized several competencies unique to vocational home economics teachers. Included were the ability to demonstrate essential skills required by specific occupations related to home economics and the ability to direct out-of-class experiences for individual students that relate to appropriate aspects of the occupation.

Weis and others[2] identified the preparation of occupational teachers as an unresolved issue facing occupational home economics. They noted the nature of the experiential background for teaching occupational home economics logically includes credible occupational experience *and* successful teaching competencies. As teacher educators, we have traditionally been oriented toward competencies of teaching rather than occupational experiences. Yet, if work experience is an important competency for teachers, wouldn't it also hold true that teacher educators should possess some up-to-date skills in a home economics related occupation? We felt the answer was "yes." In this article, we describe how we put our beliefs into action. One of us, a teacher educator, used vacation time to work in a child day-care center. The other, a teacher/administrator, took a sabbatical leave to work in the food service department of the Lexington Hyatt Regency Hotel. Why we left the atmosphere of academia to spend some time in the occupations is what we hope to describe.

WHAT WE DID

Hay

In the Spring of 1979 I began to experience over-extension and professional burn-out as an administrator and faculty member in the Department of Home Economics at Georgetown College, a 4-year liberal arts college in Central Kentucky. We had just finished a year of program evaluation and reorganization, and we were gearing up to provide a vocational teacher education program. Curriculum revision *is* necessary in educational institutions, but it can be taxing on human energy, creativity, and intellectual attention. I had been the chairperson of the Department of Home Economics and a full-time faculty member at the institution for some twenty years, and at this time I felt a need to become revitalized both from a personal and a professional standpoint. I wanted to step outside the role and routine I had played for a number of years in order to gain a better view of the profession and the preparation we were providing for students.

Sabbatical leave options considered. I considered becoming updated in a program such as one on aging, or attending a university in a nearby state, taking some child development courses with some well-known professors. My major interest has always been in the area of child and family relationships; however, for some time I had been aware of the fact that our graduates were experiencing a very different situation in the job market as compared with college graduates of a few years ago. Many were competing for skilled positions with individuals qualified only by on-the-job training. Since my life's work had been spent in the area of education, I decided the experience that would benefit me most, personally and professionally, was a work experience in the business community, such as food service.

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[1]"Coalition Statement: Vocational Home Economics Education, January, 1979," *Illinois Teacher of Home Economics*, Vol. XXII, No. 5, May/June 1979, p. 275. (Coalition representing American Home Economics Association, American Vocational Association, and Home Economics Education Association.)

[2]Susan F. Weis, Ellen A. Carlos, and Judith R. Kreutzer, *Foundations of Occupational Home Economics* (Washington: Home Economics Education Association, 1980), p. 10.

Work study experience. I applied for and received the Teacher Work Study Grant of the National Restaurant Association-National Institute for the Foodservice Industry. This grant enabled me to spend a semester of sabbatical leave working in food service at the Hyatt Regency Hotel in Lexington, Kentucky. I worked a forty-hour week, experiencing all phases of the program: marketing, preparation, service, and evaluation of the food. I worked in the "regular restaurant," the gourmet restaurant, and banquet department. I found myself working evenings, early mornings, week days and week-ends.

Professional Value of the Work Experience

This was a unique experience for me and proved to be most rewarding. I had had difficulty deciding between spending my sabbatical in a work-experience or in advanced education in the relationships area. Somewhat to my surprise, this experience provided both in a most valuable way.

First, it enabled me to visualize what it was like to graduate from an institution of higher education and work in a skilled position. In this experience I became aware of competencies necessary to function successfully, opportunities for advancement, and personal qualities essential to succeed in the business world. It gave me an exposure to one of the most open fields for individuals prepared in home economics, i.e., food service management. I realized that if I were to be involved in the preparation of individuals for jobs, I would be more competent if I had recent experience in this field. Theory functions most efficiently when applied in an actual situation. Through my study of child development I embrace the concept that schema formation is dependent upon concrete experience. This applies not only to children, but to all ages and in almost all learning situations. The concrete experience is what my on-the-job training was all about.

Through my work experience I derived other professional values:

1. I made a food service management needs survey for the geographic area near my campus.
2. I established an area minor in food service management for students at my college. This includes courses in home economics, biology, business and communication arts.
3. I arranged a field experience with the Hyatt Regency for students interested in that area of concentration.

Social value of the work experience. My life's work has been in high school and college teaching and in the Cooperative Extension Service. In these fields my associates had similar educational backgrounds and life styles to my own. During the work experience, however, my associates and co-workers came from a variety of educational backgrounds and represented a multitude of life styles.

These new colleagues provided the most rewarding part of this experience—the interaction with a multi-cultural group of people. This experience helped me to develop a broader, more sympathetic view of the world and its people. I became more sensitive to the single-parent family needs for quality day care at a reasonable cost, for meaningful work for the displaced homemaker and the restored alcoholic, for individuals who have only one or two weeks of vacation a year. These were values I had not planned to gain, yet they provided valuable insights which have enhanced my views, my teaching, as much as the planned outcomes.

Values

As a summary, when I reflect on the total experience, the values for me were the opportunity to experience in a concrete way all aspects of Food Service Management and to get to know the employees and to learn how they feel about their careers in food service management. This association helped me to put into perspective some values that seem important: Every person has to feel, or experience his/her life as worth living, reasonably satisfying, interesting and authentic. To do this s/he needs to associate and interact with individuals who are not superficial, phony, shallow and trivial.[3] This experience helped me to enlarge my inner perspective, and as I work with college students in professional preparation, I hope they will find a better informed, more caring, concerned, interested human being.

I am grateful to my college's administrators who were receptive to my gaining a variety of experiences as qualifying for a sabbatical leave and that I was able to step outside my role as

[3]Lillian Katz, "What is Basic for Young Children?" *Childhood Education,* October, 1977.

administrator and teacher and gain this enlarged view of the food service industry and its people.

Henry

My experience was in a non-profit day-care center in Lexington, Kentucky. Located in a church building, it was organized as a family grouping with thirty-five children, ages two to six, who were grouped together for most of the day.

I worked eight hours a day for one week in May, immediately after the close of the spring semester. The encouragement to do this was the Kentucky Staff-Industry Exchange, sponsored by the Kentucky Bureau of Vocational Education. This program provides the incentives, the mechanism, and the support personnel to enable vocational educators, often classroom teachers, to go into industries, businesses, etc., which are related to their occupational areas.

I selected a child care occupation because I was teaching child development courses as part of my academic work load. As a teacher educator I was advising students to gain work experience as a part of their Kentucky teacher certification requirements and supporting the value of supervised work experience for occupational teachers already on the job.

Like many classroom teachers, I lacked intensive experiences in a day-care setting. My recent experience had been observing—not participating. Occupational home economics had come along since I had entered this profession *and* it had been quite some time since I had worked with children in groups, especially under supervision. I chose to go the Staff-Industry route, but I could have done the same thing on my own.

My initial purpose was to gain actual work experience in order to relate more realistically to the educational needs of workers and the preparation of teachers for child-care programs. In working toward this objective I participated *fully* in each day's schedule. For five days I was a child care aide. I assisted at meal times and with outdoor play. I supervised field trips to the library and to the park, supervised nap time and small group activities, and I wiped up spilled milk. You name it, I did it. The mission of this center was to serve some children with problems placed by the Department for Human Resources and those benefiting from Purchase of Care. In addition, the center's downtown location attracted parents from various professional offices. Thus, there was quite a mixture. I soon learned that I had to be alert at all times, lest a child throw sand or some other object; there was no chatting with your colleagues during play time, for play time was *work time* for staff. I also found the work physically tiring, very tiring.

I observed the techniques used by the paraprofessional staff and the other aides. I was not totally happy with what I saw. But I did see a need for preparation of aides. Such awareness was later to be helpful in curriculum planning.

I used techniques which we studied in child development, and which were recommended in the texts. I put my "ivory tower" learnings into practice and to my delight, they worked! I felt that my ways of dealing with children individually and in small groups were effective and was delighted when kids responded to me. This relationship was most rewarding.

I was pleased by this experience and would recommend it to others. If I were to do it again, however, I would work a longer period of time in a given center. This would enable me to gain experience in more aspects of the program, and to plan and lead activities. I would also like to gain experience in different types of centers.

Because this center was short-handed, they needed me. Therefore, I was not as free to work through various roles, nor was there time.

In determining the values of this experience I found I was able to

- draw recent examples for my classes;
- encourage students to get the required work experience;
- identify some needs for education and the kinds of teachers needed;
- gain insight into curriculum needs for occupational programs;
- observe equipment, management techniques;
- appreciate the work performed by day-care workers and administrators;
- develop a "feeling" for day-care work; know how to arrange cooperative experiences for university students;
- appreciate the administrator's role—paperwork, regulations, pressures;
- promote the Staff-Industry Exchange or other work experience for teachers.

There also were some disadvantages. I used one week of my vacation. I spent long, tiring days on my feet.

I am glad that I have had this experience. It has enriched me professionally and personally. I would encourage others to do likewise or perhaps take the lead for a group of students or teachers by organizing a practicum with a substantial time commitment of real live experience. Working *full* shifts, just as workers do, is far more valuable than short-term periods spent observing. You'll be physically exhausted, but mentally stimulated.

Summary. We found involvement in a planned occupational experience to be a valuable way of bridging the gap between academia and industry. Such experience helped us to see the need for both skills development in industry and teaching competencies in an educational setting. Experiences have helped us update our respective curricula. And we feel we have gained some respect from students and colleagues for having had these experiences. In some way we hope we have set a positive example for other college teachers to follow and gain experience in today's job world. Would you like to try experiential education?

Abstract

"The World's Trashiest People: Will They Clean Up Their Act or Throw Away Their Future?" by Arthur H. Purcell, in *The Futurist*, February, 1981.

(adapted from his 1980 book *The Waste Watchers: A Citizen's Handbook for Conserving Energy and Resources*, Anchor Press/Doubleday, $4.50)

According to this author, "If Americans don't change their wasteful habits, they may throw away the country's future. But there is an attractive—and practical—alternative: a low-waste society that would stress conservation of resources while sustaining a high standard of living."

Some costs of our "disposables", over packaging, waste disposal, etc. are given. For example, American consumers spend 9% of their grocery bills on packaging they throw out. 100,000 acres of land are used just to get the trash out of our way. $1.5 million a year is spent in California alone to pay for medical attention for people involved in litter-related accidents.

"The main difference between America's present society and a low-waste society would be one of attitude", says the author as he recommends the "conservation ethic".

Characteristics of a low-waste society include (1) energy and materials efficiency, (2) clean, healthful environment, and (3) strong economy. Durability of manufactured products will be a high priority, along with standardization, simplicity, repairability, reusability, multi-usability and as a last resort, recyclability.

Five forces can help bring about the needed changes: incentives (including economic), innovation, involvement, cooperation, and regulation. The most likely areas of regulation will be (1) product charges to tax virgin material, (2) mandatory packaging and product deposits for goods ranging from beverage containers to tires, (3) design-for-recyclability codes, (4) waste separation requirements (5) standardization of packaging and product shapes and sizes, (6) banning of some throwaway or single-service products, and (7) fines and surcharges for residential and commercial discards over a certain per-capital weight.

Should home economists help?

The Editor

Rural-Urban Family Differences as Perceived by Women in Home Economics

Ann K. Mullis
College of Home Economics
North Dakota State University

Ronald L. Mullis
College of Home Economics
North Dakota State University

One issue in the study of the family is that of rural-urban differences and their increasing or decreasing contrast. The following true-false "test" suggests some of the areas in which rural-urban family differences are believed to exist. Five hundred twelve college women in Home Economics responded to a 13-part questionnaire concerning urban-rural family differences. See how you compare with their responses to these questions.

RURAL-URBAN FAMILIES

Circle T for true by each of the areas in which you believe rural-urban differences exist. If you believe no rural-urban differences exist in an area circle F for false. If you believe differences exist, list reasons for the difference.

1. Family size — T F
   Reasons:
2. Responsibilities delegated to children — T F
   Reasons:
3. Child care outside the home — T F
   Reasons:
4. Mother's role — T F
   Reasons:
5. Father's role — T F
   Reasons:
6. Community involvement — T F
   Reasons:
7. Awareness of state, national and international events — T F
   Reasons:
8. Recreational activities — T F
   Reasons:
9. Attitude toward educational programs — T F
   Reasons:
10. Attitude toward social welfare programs — T F
    Reasons:
11. Response to family crises — T F
    Reasons:

Key

1. True. College women majoring in Home Economics believe that there are rural-urban differences in family size with rural families having larger families.

2. True. Several differences seem to be associated with children's responsibilities. College students reported that rural children are more likely to do farm related chores and to do them outside. These chores are thought to be more physical than the indoor chores of urban children. Overall, rural children are thought to have more responsibilities than urban children.

3. True. The students reported believing that rural families use family members for child care while urban families use outside sources for child care out of necessity.

4. True. The major differences in this area are that the role of the rural mother is to be a homemaker and that the rural mother has more responsibilities than the urban mother.

5. True. Rural fathers were thought to be at home more and more involved with their children than urban fathers.

6. True. Rural families were believed to be more involved in community affairs but that these families have greater difficulties with transportation.

7. True. Urban families were thought to have more exposure to the media and hence more awareness of state, national and international events.

8. True. College women stated that urban families have both a greater need of and more time for recreational activity.

9. False. No differences were thought to exist in attitude toward educational programs.

10. False. No differences were thought to exist in attitude toward social welfare programs.

11. False. No differences were thought to exist in rural-urban response to family crisis.

The "key" to this true-false "test" was based on the responses of 512 college women majoring in Home Economics to a survey on rural-urban differences. While it seems to be popularly believed that rural-urban family differences are diminishing in our society, there still exist inconsistent and conflicting data about these differences and to what extent these differences are perceived.

This examination of perceptions might be useful to the teacher of home economics in the high school. The response of students to this simple instrument may indicate biases held by students regarding families. Following the administration of this test teaching units could be planned around each of the eleven topic areas. Discussion or debate might center about actual support for increasing or diminishing rural-urban family differences. Another activity would be to ask students to interview rural and urban families as to their perceptions of rural-urban differences. Home Economists in the classroom may need to explore the biases of students when teaching about families. It may be that these biases affect students' learning of basic family materials. Further, both the strengths and needs of rural and urban families and the diversity and similarities of these families need to be incorporated into teaching and programming.

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Prepared by
Glenda J. Rhoads
Graduate Assistant
Division of Home Economics Education
University of Illinois

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B6. **A Pattern for a Balanced Diet.** Hazel Taylor Spitze. This kit contains instructions for making a jig-saw type puzzle with 72 pieces, in five shapes, each representing a food. To work the puzzle, a student selects any 14 pieces that will fit the 10 x 12 inch board. After working the puzzle four times, the student discovers that the only pieces s/he has left are foods which do not help "balance" a diet. The foods used are categorized by type and totaled. The student discovers that every time the puzzle "works" there is a pattern. There is no mention of the "Basic Four" although this is the pattern s/he discovers. An accompanying leaflet provides questions and suggestions. ($1.50)

B7&B8. **Child Care in a Day Care Home.** Virginia Nash. This kit contains 2 booklets, B7 for the teacher and B8 for the student which includes a series of stories, illustrations, and questions. This kit teaches how to prepare for, organize, and conduct a day care home and includes information on licensing, equipment needed, procedures to assure safety, etc. ($1.50 each for B7 and B8)

B9. **You and Communications.** Gary T. Werner. Booklet examines the significance of communication and its basic components in an effort to improve human relationships. Skits, analysis, and discussion questions explore verbal and non-verbal communication. ($1.50)

B10-B11. **Exploring Our Attitudes Toward Aging.** Penny Ralston. 8th grade reading level. Booklet designed to help students examine their attitudes toward older people and toward the aging process. Discussion includes how people age, some common stereotypes of old age and how stereotyping affects older people. Suggested learning activities are provided along with a free teacher's guide. ($1.50)

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C. GAMES AND SIMULATIONS

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C2. **Concentrate on Protein.** Linda Valiga. This game may be played in groups or individually. The card game is similar to "Concentration" and emphasizes the concept of protein complementarity, that is improving protein quality in some plant foods by combining them with certain other plant foods. ($1.50)

D. REFERENCE MATERIALS

D1. **Inside Information.** Carolyn J. Wax. "Inside Information" is basic nutrition information in very simple language about 11 nutrients in question-answer format. Information is printed so that it can be cut out and pasted on 3 x 5 cards to be filed, or to be placed in boxes labeled "Building Blocks of Food." An accompanying leaflet suggests some possible ways to use the information in teaching. ($1.50)

D2. **Bibliography of Low Reading Level Materials in Consumer Education.** Gail VanderJagt. An extensive, annotated bibliography of materials available at elementary reading levels. It is *Illinois Teacher*, Vol. XV, No. 2, 1971/72. ($1.50)

D4. **Approximate Nutritive Values of Common Foods.** (The "X" Charts) Computations by Gail VanderJagt. These charts illustrate the percentage of the RDA for calories and 8 nutrients (100% reference is a woman age 22 to 35) for 174 common foods. The percentage values are rounded and shown with X's, each of which represents approximately 10%. Younger children and slower learners might more easily add ten X's to reach 100% than adding actual figures. The foods are grouped and alphabetized within the groups. An accompanying leaflet suggests possible uses. ($1.50 each)

D5. **Nutrition Knowledge Test for Consumers.** Hazel Taylor Spitze. This 280-item test is in 46 clusters of true-false items based on the Basic Conceptual Framework of Nutrition. In simple language and with reliability around .90, it may be useful to both teachers and researchers. ($3.00)

D6. **A Selected Bibliography in Home Economics Education, 1966 to 1976.** Sarojini Balachandran. 114 pp. This bibliography deals with the following topics as they relate to Home Economics Education: changing marital forms, sex roles, consumer problems, family relations, futurism, human relations, human rights, leisure time, population and world food problems. Over 300 journals cited. ($1.50)

*Comparison Cards may be obtained from the National Dairy Council, 6300 N. River Road, Rosemont, Illinois, or at local offices.

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ILLINOIS TEACHER
OF HOME ECONOMICS

The Role of Home Economics in Revitalizing the Economy

Families and the Economy

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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Foreword

We are off to an exciting new academic year and a new volume of *Illinois Teacher* with the theme, taken from the lead article in this issue by Dean Judith Kuipers, "The Role of Home Economics in Revitalizing Our Economy."

We *can* revitalize our economy, we can cope with inflation, we can improve our quality of life. And home economists are among the special people who can help. Harrison et al. suggests some ways in "Recession as Opportunity" and Carlos shows how home economics teachers and their students can become involved in the economic development of their community. There's an idea to try in your classroom on page 7, and Linch offers a new technique for teaching principles of management.

The article by East which we promised for the last issue is now here, "A Look Back to Plan Ahead," and Green makes us proud of our profession as she explains how we are "a force for families," while Kister shows some thoughts on "what is family?"

Another teaching technique is suggested by Rossmann, and Schmall helps us think about the aging. Ideas from these two could be combined as we think about what this economy is doing to some of the elderly. Weis' "Family Lifeline" offers food for thought in planning our own lives as well as in helping us teach others to think ahead through the life cycle.

O'Hern reminds us of the problems of the displaced homemaker with a simulation to help us understand.

One of the problems of our ailing economy is waste, and one of the things we waste is time. Olgren has a suggestion for avoiding the wasted minutes at the end of a class period.

In this issue we also offer the first lesson of a mini-unit on food and nutrition for grades 6-10. Each issue in this volume will include an additional lesson for a total of five. And we have a special treat by a vice president of the International Federation of Home Economics, "Home Economics in New Zealand Today."

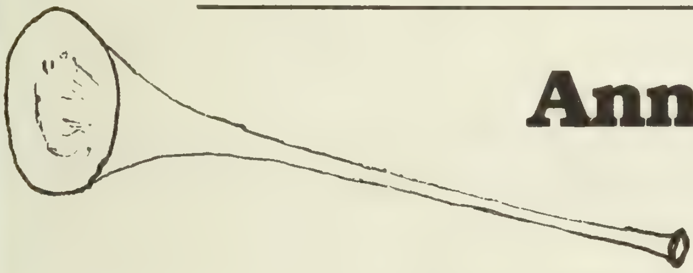
Here and there you will find a book review, an announcement, or some other "short" that may make your life easier or richer.

We have reduced the number of pages in this issue, without reducing the amount of content we include, by changing the format and the type style. When we get back in the black ink (instead of the red!), we can make some more and different changes.

We'd like to know whether this format and type style is satisfactory for you?

Have a good year!

The Editor



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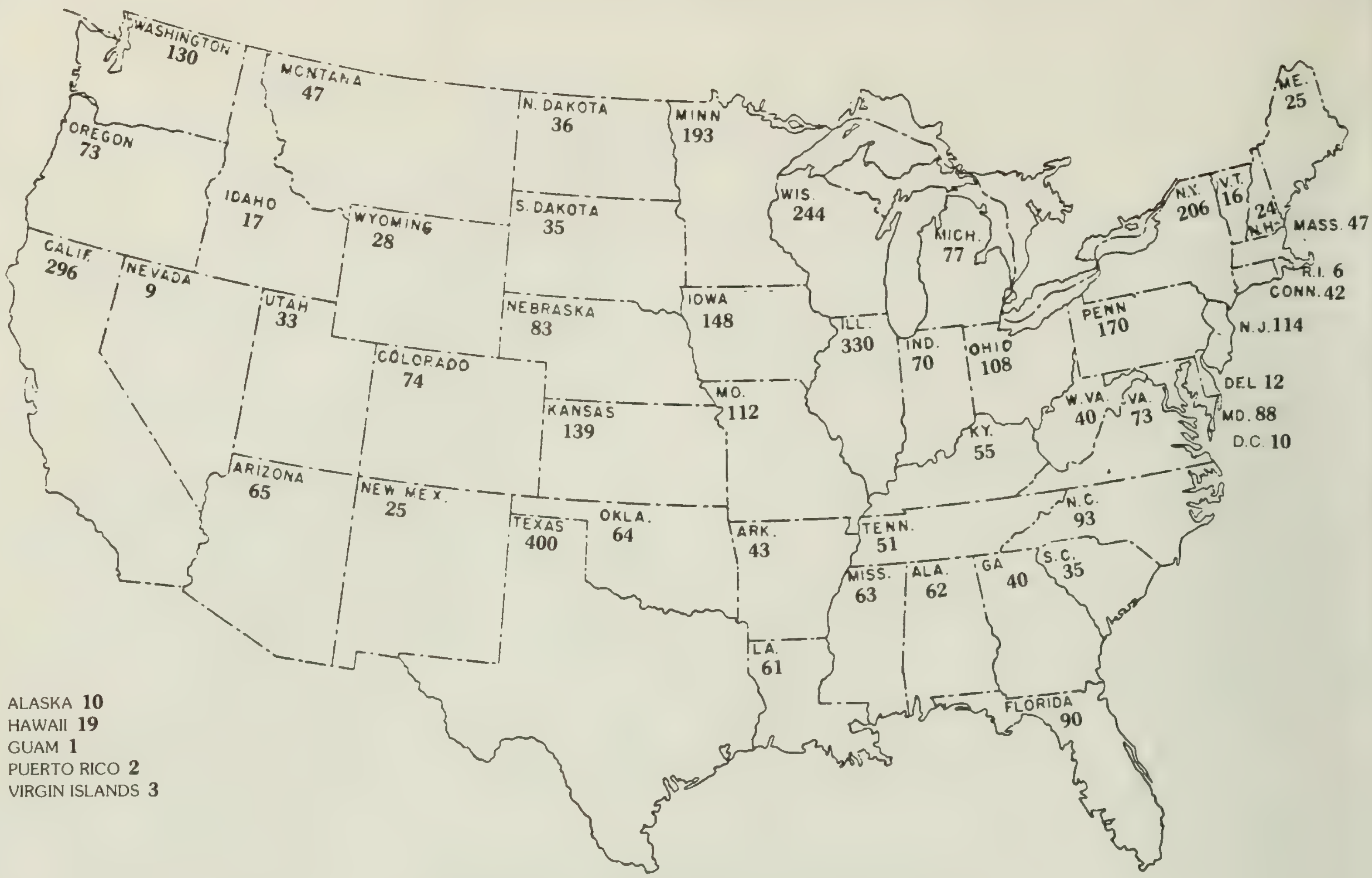

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Role of Home Economics in Revitalizing the Economy

Judith L. Kuipers
Dean for Undergraduate Studies
Professor, Human Development
and Family Care
Oregon State University

Much has been written about the economics of the 80's. Books and articles point to the ravages of inflation, current high unemployment, increasing national debt, and decreasing work productivity. The society is in desperate need of viable solutions for economic turn down.

We cannot cope with these problems, however, until we think differently. We need to recognize the ways in which our livelihoods have been shaped or guided by outmoded values, structures and strategies. In 1776, Thomas Paine wrote, "We have it in our power to begin the world again." If one thinks about the context within which that statement was made it is evident that human beings do have the capacity to begin—again and again.

In his latest book, *The Third Wave,* Alvin Toffler[1] argues that we face that kind of situation now. Rather than being on the frontier we are in a post-frontier period. Our world is characterized by often overwhelming diversity in thought, values, products, and lifestyles. Scientific technological advances have created a diversity that grows and changes at rates difficult to comprehend and produces life situations of ever-increasing complexity. Americans have created this highly complex kind of lifestyle out of great ingenuity and hard work. At the same time, there has been a lack of effort to relate individuals and families to rapid change. This is quite obvious in the fact that "Stress Management" is becoming big business in our society today.

Contiguous with diversity, complexity, rapid change rates, and stress, is scarcity. Scarcity of time, scarcity of energy, scarcity of space, and scarcity of deep, meaningful human relationships. There is scarcity of just about every kind of dimension that makes for humanness in our lives. This scarcity exists within what we believe to be a life of abundance. Conditions of scarcity require careful management of resources.

Are We Asking the Right Questions

Perhaps the questions we should ask in view of these conditions are the following: Why shouldn't productivity be low? Why shouldn't we be stress-ridden? How can we begin anew? Where can we look for direction to more meaningful ideas about vocations, work, money management, relationships, values, and other phenomena so affected by rapid change? One answer is clear—

"Home Economics: Now More Than Ever."[2]

It is interesting that one of the first professionals to call the attention of the world to the productive but often precarious relationship between human beings and technological change was Ellen Swallow Richards. The first woman engineering graduate of M.I.T. and founder of Home Economics originated the term "Euthenics" or science of the controllable environment. She worked her life long to help others see the positive relationship between science and the practical affairs of the family and community. The very definition and goal of the profession defined by her in 1902, addresses the major problem of our day—helping individuals and families relate to change. I quote, "Home Economics in its most comprehensive sense is the the study of the laws, conditions, principles and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand with his nature as a social being, and is the study especially of the relation between these two factors."[3] In essence, this definition speaks to a human ecology or the study of human beings in interaction with their near environment.

This encompasses a focus on individuals and their reciprocal relationships with other people and technology in settings that are most crucial to the developing human being—family, home, and community. The primary mission of Human Ecologists or Home Economists is to improve the quality of human life by improving the ways people live, eat, dress, construct space, make decisions, manage resources, parent, and develop intimate relationships.

Home Economists synthesize and apply knowledge from the sciences, arts, and humanities through integration to problems affecting individuals and families. Technology on the other hand "consists of the application of knowledge and beliefs into action that aims to transform material things, psychological states or social phenomena."[4] Home Economists, then, can play a key role in helping individuals and families connect to these critical transformations in physiological being, social being, aesthetic being and physical being.

Vocational Renewal

After 50,000 years of learning and transmission of knowledge, why is productivity down in the face of burgeoning technology? I believe it relates to two concepts involved in the following quotes. William James[5] once said, "I will act as if what I do makes a difference" and Marshall McLuhan[6] stated, "There are not passengers on spaceship earth, everybody's crew." Basically, human productivity is low because people do not see where they "make a difference" in their work setting. Workers of all kinds feel alienated and unconnected. They do not see their part in relationship to the whole. Many workers lack personal management information and strategies that would help them take charge of their lives and increase their competencies to make a life, not just a living. They have lost the sense of vocation or the call of that which needs doing. As individuals responding to a vocation, we discover meaning that is unique to each of us and creates new possibilities to add meaning to our lives. Work then, is a vehicle for transforma-

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*This paper is a modified version of an address given at the American Vocational Association annual meeting in Atlanta, Georgia, December 6, 1981.

[1]Alvin Toffler, *The Third Wave* (New York: Morrow, 1980).

[2]American Home Economics Annual Conference Theme, 1982.

[3]Lake Placid Conference on Home Economics. *Proceedings of the Fourth Annual Conference, 1902* (Lake Placid, New York, 1902).

[4]Robin Williams, *American Society: A Sociological Interpretation* (New York: Knopf, 1970).

[5]William James, *Collected Essays and Reviews* (New York: Russell, 1969).

[6]Marshall McLuhan, *Understanding Media; The Extension of Man* (New York: McGraw-Hill, 1964).

tion. Home Economics in its focus on management and decision making deals with the core of these very issues. Home Economists can help refocus our society on the meaning and value of vocation.

Secondly, productivity is low because we *are* in a "spaceship" and everyone is "crew". To the extent that one human being is underdeveloped, we are all diminished. The true source of wealth in our society lies not in its GNP nor its tangible assets, but in the creative intelligence of each of its citizens. That developing intelligence begins in the home. Home Economics is committed to study and improvement of the quality of life in the home so as to nurture human potential in each family member. This is why Home Economists have long been on the forefront of the fight against poverty. Home is the place where poverty pollutes life at its very source. Einstein once stated, "Not until the creation and maintenance of decent conditions of life for all men are recognized and accepted as a common obligation of all men shall we be able to speak of mankind as civilized." Home Economics programs historically have focused on problems of the poor, of youth and of the elderly.

Optimizing Human Development

Focus on optimal human development is a key contribution to improving our economy. As de Tocqueville commented long ago, "As if rulers of our time sought only to use men in order to make things great. I wish they would try a little more to make great men; that they would set less value on the work and more upon the workman." Home Economics through its focus on optimal human and family development provides badly needed child care guidance, information on growth-producing intimate relationships, assistance in understanding of the aging process, management strategies for dealing with human conflict and strategies for dealing with differences of all kinds (race, age, sex). In essence, then, the home creates the worker and Home Economics is the only discipline that speaks to the interrelationships of the various aspects within the near environment (home) that shape the quality of human beings. In a society where policies of agism, adultism, racism, and sexism undermine both our capacity to produce and to live satisfying lives, examining the quality of one's life becomes ever more important. Professionals that focus on that quality become crucial agents for change.

Interdisciplinary Approach and Value Orientation

The Home Economists interdisciplinary approach is employed in family and child development, clothing, textiles and related art, housing and equipment, foods and nutrition, home management, and family economics. This approach is uniquely relevant in assisting people as they try to cope with the way elements of the near environment affect their sense of well being as well as their abilities to accomplish mutually defined goals and tasks. The effect is to increase human competency which goes hand in glove with productivity.

The final contribution of Home Economics in revitalizing the economy is the one of value orientation. In her book *The Aquarian Conspiracy,* Marilyn Ferguson[7] talks about great personal and social transformation taking place in the 1980's. She describes massive changes in perspective, in education, in law, in politics, in medicine, and in social relationships. The very values and concepts that she believes are critical to survival in the future are similar to the mainstays of human ecological theory, conceptual framework and value orientation. Some of the concepts are a systems perspective, wholeness, connectedness, unity, cooperation, interrelatedness and synergy. As these value sets relate to the work world, Ferguson predicts shifts in value orientation. She sees us moving from a struggle for security to greater emphasis on risk taking. She also predicts less focus on quantitative GNP, profits and raises, and more emphasis on qualitative dimensions of the intangibles (mutual effort and achievement). Progress will be judged on what workers do and on how they do it, rather than judgment by product only. Change in short-sighted exploitation of limited resources is needed. No one owns the world's resources. We will rely more on rational data strengthened by intuition and hunches. We will move from more short term to long term solutions that recognize the harmonious relationship needed between the worker and the work environment.[8]

Home Economics has traditionally placed great value on conservation of resources rather than consumption at all costs. They value jobs that fit people and serve authentic needs rather than people fitting rigid jobs. They are practiced in defining mutually shared goals and cooperative decision making that is needed to build meaningful work. Fragmentation in the work world has resulted in great need for cross-fertilization of specialities. Cross-fertilization is inherent in Home Economics with emphasis on choice, change and integration. Finally, Home Economics recognizes that each individual's identity transcends his/her job. People are not what they do, they are what they are in the being sense. Home Economics, through its value orientation, its conceptual framework, research based knowledge, and its practical problem-solving strategies is in a unique position to affect human well being—physical and physiological well being, aesthetic well being, and social and consumer well being of individuals and families in our society.

Summary

To summarize, current and future conditions of the society are and will be characterized by rapid social and technological change that needs to be interpreted and managed. Individuals and families need to learn to redefine their relationships to communtiy, to ideas about vocation and work, to management of scarce resources, to changing personal relationships, and to rapid changes occurring in other aspects of their near environment. Some feel a lack of personal and social control, and many citizens are stress ridden. All of these factors result in lower productivity at every level of our societal system.

Home Economists have studied all aspects of the near environment. They have built a solid knowledge base, and developed practical solutions to the problems of human decision making, vocational definition, management, physical and psychological sustenance, asthetic living, coupling, and parenting. In their efforts to improve the quality of individual and family life, they have addressed and must continue to address the problems of poverty, agism, racism, and sexism that deplete human potential and decrease productivity. Further, they must work as change agents in the work world to reinforce the importance of placing highest value on the human worker rather than on profits and products. The latter

(continued on bottom of next page)

[7]Marilyn Ferguson, *The Aquarian Conspiracy: Personal and Social Transformation in the 1980's* (Los Angeles; J.P. Tarcher, 1980).

[8]*Ibid.*

Recession As An Opportunity

Betty C. Harrison
Assistant Professor
Vocational Home Economics Education
Louisiana State University

Barbara A. Holt
Associate Professor
Vocational Home Economics Education
Louisiana State University

Thelma H. Leonard
Professor
Vocational Home Economics Education
Louisiana State University

Whether "home" is one room or a combination of many, in rural or suburban America or elsewhere, economic survival in these inflationary times is a major concern for families! A national ailing economy is felt by individuals regardless of culture or socio-economic status. As the cost of satisfying even their most basic needs continue to rise, families find it increasingly difficult to make ends meet. However, financial stress need not lower the quality of life in the family. If addressed well, it can enhance family solidarity. Opportunities to work together toward a common goal may bring cohesiveness to a disjunctive family or add security to a tenacious family. Though individuality is an important consideration with the family, working as a unit to reach a particular goal or solve a problem contributes to feelings of good will among family members.

Quality of life is very much tied to finances. How one feels about the dollar may directly relate to aspirations and how one uses financial resources to meet personal and/or family needs. Improving the management of available resources may be the essential component for families' survival in ailing economic conditions. Uniting individual efforts can give strength to the productivity of the family while increasing the quality of time shared, financial resources, and "home."

Home economics encompasses the home, the family and the principles of economics. Home economics educators need to place emphasis on economics in the educational program. A cloud of recession may provide a silver lining of opportunity for resourceful teaching in home economics programs. Placing additional emphasis on the values of health, love, family togetherness, and enjoyment of the family unit as well as financial management may be needed.

Home economists have the optimum opportunity to help families meet the challenge of inflation, recession and recovery. The scope of home economics addresses the basics of everyday living—food and nutrition, housing and home furnishings, consumerism, clothing and textiles, child-development and care, relationships among individuals, families, and societies of the community and the world. The diverse delivery systems within the field of home economics provide a variety of avenues to revitalize the economic focus of the discipline. Uniting efforts of men and women in education, business, industry, extension, government and specialized areas within the field of home economics can give support and strength to the fight against inflation. Traditionally, home economists have addressed "economics" within programs. However, we may need to sharpen the focus of economics in the scope of our programs.

Home economics teachers can help families fight inflation by emphasizing knowledge and skills of economical living that have been important parts of the field of home economics since it began. In the past, home economics teachers were a valuable source of reference for families who had to "make do" with little money and to rely on other means of managing family resources. Today, the home economics teachers again must provide the leadership to revitalize the focus on home economy in schools and communities.

Application of some of the resourcefulness of our professional predecessors could relieve the pain of economic crises which families feel today. Home economics educators can help families fight inflation by revitalizing concepts which teach individuals to be more effective providers and consumers of goods and services in the home.

The following ideas are ways to enhance individual efforts toward combating inflation within the scope of home economics programs. The focus may begin with entry-level youth classes and progress forward to work with older persons in formal and nonformal settings. In *Consumer Education* classes, students could learn how to:

- Develop individual or family financial plans in order to satisfy needs and wants more fully.
- Select quality, not quantity, for long-range savings.
- Exercise rights and responsibilities as consumers to extend the services provided or goods purchased.
- Combine leisure activities with economic gains. Creating home accessories and clothing can reduce family expenditures. Financial gain from fair or craft show expositions and from home orders may be realized from leisure activities—even cash from trash.
- Trade services. Bake bread for someone who babysits a child for the family. Exchange a haircut for a carwash.
- Save for a purpose. Determine what will be purchased and start a savings account that will *earn* interest, rather than buy on credit and *pay* interest.
- Develop self-help skills. Planning time to do some chores rather than purchase services of another can help keep money in the pocket. Paint one's own room or trim one's own lawn.

In *Food and Nutrition* classes, students could learn how to:

- Plan menus for extended periods. Planning meals for a week or more at once and buying accordingly can save time, energy and expense.

(continued from page 4)

emanates from the competent, motivated workers who understand their part in making a meaningful whole. Finally, the value orientation and conceptual orientation are those that are most needed in our global village. A systems perspective focuses on interdisciplinary and cross-fertilization of information and ways of thinking that result in a perspective of wholeness, connectedness, interdependency, and cooperation.

Home Economists must understand their vital roles, articulate their purposes and skills, and politically assert themselves so that their actions will have concrete positive effects on individuals and the work world now.

Therein lies the potential for revitalization, not only of our economy, but of the kind of world in which we live. "One never notices what has been done; one can only see what remains to be done" (Marie Curie, 1867-1934).

- Prepare mixes from "scratch." Meal preparation time can be shortened and cost for the mixture may be less than prepackaged commercial mixes.
- Extend recipes. Using nutrition extenders for basic foods can increase the yield of more expensive foods.
- Plan meals to satisfy individual nutritional needs first. Eliminating or limiting unnecessary foods in the diet can reduce expenditures.
- Prepare for shopping. Plan purchases, survey the market, make a list prior to shopping and stick to it to eliminate spontaneous buying of unnecessary items.
- Be selective in meat purchase. Utilizing appropriate methods of cooking, less tender cuts of meat can be used in recipes. Using more vegetable protein, fish, and poultry in meals can be healthy and save money, too.
- Cook less. Rather than wasting that "little bit" left over, decrease the amount cooked.
- Freeze foods. If food is "left over," make individual portions on trays to use later. When food supplies are plentiful or on special, prepare quantities for the freezer.
- Forage for food. Seek natural growing foodstuffs, such as berries or nuts, harvest free.

In *Housing and Home Furnishings* classes, students may learn how to:

- Conduct an energy efficiency check of the home. Planning for energy conservation by each member of the household is a basic step to combat rising fuel costs.
- Use simple techniques to conserve home energy.
- Utilize scraps. Carpet samples put together for an area rug; wood scraps glued together for puzzles, recipe holders, decorative trays or furniture; fabric pieces sewed together for quilts, pillows and wall hangings will reduce expenditures.
- Recycle furniture. Repairing, refinishing, and recovering can cost less than replacement.
- Trade unused items from one family to another. Exchange an outgrown baby bed for a needed storage unit.
- Self-contract building or remodeling a home. Home construction done by family members can make a new home more affordable and may cut the cost in half. Seek short-courses in construction.[1]
- Reduce reliance on fossil fuels. Passive solar heating techniques may be adapted to individual homes. Installation of wood heaters and fire-places can lessen consumption of fossil fuels.

In *Clothing and Textiles* classes, students can learn to:

- Wear layers of clothing. Less house heat will be needed, and garments may last beyond their normal life if worn underneath other clothing.
- Recycle clothing. Make shorts from long pants; children's garments from adult clothing; pillows, placemats and other household items from clothing of appropriate fabrics; or pass from one to another garments which are usable.
- Select fabrics to span seasons. Fewer items are needed if the fabric can be worn for several seasons.
- Shop carefully for clothing and household textiles. Set goals for the wardrobe to include "a varied yet functional, fashionable yet serviceable array of items."[2]
- Share clothing accessories. The greater use one can make of the "extras", the greater the wardrobe is extended.
- Take care of clothing. Making clothes to fit the need or task, rotating use of items, maintaining clothes in good repair, laundering or dry-cleaning, or airing and storing properly extends the life of clothes and reduces cost.
- Identify cost-effective construction. Determine if an item can be made at home for less than it can be purchased. Consider time, energy, and financial resources. Construct items with high quality standards.
- Refurbish a wardrobe. Applique, embroidery, and other surface designs can give a new look to old items.
- Survey the clothing market. Discount houses, thrift shops, and private sales provide alternatives to the careful shopper of clothing purchases.

In *Child Development and Care* classes, the student can learn how to:

- Arrange for economical care providers. Careful selection of providers for children or handicapped may lead to tax deduction. Car pools can save transportation costs, and exchanging car time with a friend can reduce expenditures.
- Select clothes for children carefully. Fewer clothes in fast-growth stages reduce cost. Layered clothes or recycled clothes can aid in saving money for new clothes.
- Design toys from discards. Creative use of objects no longer used can be welcome toys for children. Use wood or fabric scraps or recycled paper and plastics. Design and construct toys to trade or sell or for personal use.
- Employ good health and nutrition habits. Plan nutritional snacks, and utilize nutritious, low-cost foods creatively. Practice preventative measures to maintain good health.
- Teach energy- and money-saving habits. Establish routine procedures by children which conserve resources—close the door, turn off the light on television or iron when finished.

In *Relationships* classes, students can practice ways to:

- Involve the family in providing its own entertainment. Plan at-home parties rather than expensive nights out. Build an evening around a project such as refinishing furniture. Each person do a part, then celebrate at the completion of the activity by having a favorite family treat such as homemade ice cream. Hold a "This is Your Life" party for a family member focusing on that person's interests and activities rather than go out to the movies.
- Accept responsibility for family economics. Have a family council and focus on spending habits, energy conservation, and interdependency of one another in an economic situation.
- Provide leadership for economical living in the community. Design a community program on ways to improve personal economic situations, then implement that plan. Prepare media announcements on ways to improve economics at home. Contact civic organizations and community leaders for opportunities to share inflation fighting ideas.
- Swap labor for goods and services. Help can or freeze vegetables for a portion of the yield.

[1]"Build It Yourself and Save a Bundle," *Changing Times*, 36, No. 2 (February, 1982), pp. 29–31.

[2]Kevin McCormally (ed.), *How To Get More For Your Money* (The Changing Times Shopper's Handbook), (Washington, D.C.: The Kiplinger Washington Editors, Inc., 1981).

- Plant a garden. Shared tasks can be shared fun and can reduce food costs.
- Manage the household funds. Distribute household tasks among family members and ask each to calculate the savings. At the end of a specified time period, reward the person who contributes most in service savings.
- Enhance personal growth and development. Search out opportunities for travel, education, and work experience which can reap the greatest gain for both short-term and long-term goals. Be selective. Take advantage of libraries and other free opportunities.

Only a limited number of ideas have been given here for ways individuals can learn to contribute to economic recovery. Concentrated efforts in home economics classes across America could have a significant impact on current and future economic conditions as well as family living. The focus of the home economics field is basic to everyday living. Coming to grips with inflation and economics must begin at home with family members. Home economists can be links to uniting problems with solutions concerning inflation, recession and recovery.

Simply addressing the financial focus of the household would be an inefficient way of dealing with an individual or family, the near environment or the society. Perhaps opportunities for stronger family structure and wholesome models for family members, especially youth, can contribute to emotional growth and stability, can teach decision making, and can address the work ethic. Reappraising the focus of human thought and effort can result in changes in home management, time management, financial and other resource management, productivity and merchandising, improved family relations, enriched child care services, consumer alertness, stress release, and more purposeful living by individuals and by families.

The quality of life is not determined by the amount of money one has, but the careful management of financial resources can help improve living conditions. Some conditions also require participation in the political process, and some factors in our quality of life require the management of our time so as to be able to enjoy them.

Home economists have a golden opportunity to prove the value of the field, but it will require a renewed commitment, a revitalization of home economics concepts, a return to excellence in transferring knowlege, teaching skills, and modeling wholesome attitudes. Will we home economists use our diverse discipline and delivery systems to manage the "economics" in home economics today—for tomorrow?

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An Idea To Try

Teacher: (to class) "I'm sure I don't have to tell you that our national economy is not as healthy as it has sometimes been. You've heard people talking about recession and possible depression. The same is true for states and local government units and for families, schools, and all kinds of groups. Budgets have been cut, people have been laid off from jobs, wages and salaries have not grown as fast as inflation, and people have gone into debt. Some are saying "We can't afford it," "We'll have to cut back." They are asking questions like: How are we going to make it? What can we do next?

"Now, I want your help. This Home Economics Department has some of these problems, too. Our allocation of money from the school budget has been cut.

"Some people react to such events with 'giving-up' attitudes and some accept the challenge and figure out how to do better with less. I want us to do the latter, and that's where I need your help.

"So for the next ____ minutes I want you to brainstorm, in small groups so everyone gets plenty of opportunity to speak, and try to come up with suggestions, no matter how wild, for answers to these questions. Everybody be sure to write down all the ideas in your group.

"How can we do great things in Home Economics this year with less money than we had last year?

"How can we make our money go farther?

"What can we do, to learn more in Home Economics, without any money at all?"

After a few minutes of brainstorming during which the teacher circulates to groups and listens, asks questions, adds comments, she/he continues:

Teacher: "Now let me have your attention briefly and let's put on the board an idea from each group." (other ideas may be added later and classified so as to point out that some suggest recycling, others reduce waste, some change life styles, etc.)

"I have a few more questions now for you to continue your brainstorming:

"How can we avoid waste?

"What can we recycle, and how?

*"How could we **make** some of the things we've been buying?*

"How could we add to the Home Economics budget, as a class, as an FHA chapter or as an individual?"

After continued brainstorming, the groups could select their own best ideas and propose changes for the Dept. The class as a whole could rank order a list of suggestions.

Perhaps most important of all, the class (or the small groups) could discuss: How could we use any of these ideas at home to improve our own family life?

—HTS

The Role of Home Economics in Economic Development*

Ellen Andrews Carlos, D.Ed.
Fairfax, Virginia

Dorothy Richards was sitting in the lounge of the South Succotash Airport waiting for her daughter to arrive from the University for Spring break. As she waited, a sleek corporate jet taxied to a stop outside her window. As the door opened, three people hurried out of the terminal to meet the two people deplaning.

"What on earth is going on?" Dorothy thought to herself. "A private jet—met by the Mayor, the President of South Succotash Bank, and the Executive Director of the Chamber of Commerce. This must be important!" As she watched, the five people climbed into a waiting limousine which drove off toward town.

The next day, the Succotash Sentinel reported that a major hotel chain was completing negotiations with city officials and was planning to open a hotel/convention center complete with shops and recreation facilities in downtown Succotash. The article quoted the mayor as saying that "the complex will provide hundreds of jobs for our community and will greatly enhance the quality of life of our citizens." The Chamber Executive added, "the people attending conventions and visiting our fair city will greatly help our merchants by shopping in their stores and purchasing their goods and services." The bank president reconfirmed the interest of his bank in economic development of Succotash.

Dorothy then realized that what she had witnessed at the airport was part of the economic development process in her community. She thought to herself, "Not only is economic development an exciting concept, but also the new hotel complex could have implications for the occupational home economics classes which I teach at the area vocational-technical school." She decided she'd better find out more about economic development and how she and her students could become involved.

The next day Dorothy stopped at the Chamber of Commerce and the Mayor's office (which happened to be in the same building) and picked up some literature about Succotash and promotional materials which were used to "sell" the community to companies which were making decisions on where to expand or locate new branches or divisions. She also picked up some information on small business ownership and management since some of her students were exploring the potential of entrepreneurship.

The next day, in the faculty room, as Dorothy was examining the literature during her preparation period, the vocational director of the school wandered in and sat down at her table. "Look here," she said to him, "According to the Chamber of Commerce, one of the reasons new businesses come to Succotash is that we have a skilled labor force. It also says that there are state and local funds available for training people for new and existing companies. How come we're not involved in this?"

"We are, to some extent," replied the director. "We cooperate with CETA programs, and just last year we operated a special course for machinists for a new plant in South Succotash."

"But what about home economics! We could and should be involved, too."

"What does home ec have to do with training for new jobs? Home economics is about home and family life; economic development is about creating jobs, improving infrastructure, and attracting new business."

"Well, for example," replied Dorothy, "this new hotel that's coming to town will need dozens of people to operate it. Waiters and waitresses, chefs and cooks, housekeepers and maids, banquet and convention managers will need to be trained. Many of these are home economics-related occupations. We could set up short term training programs specifically designed to provide skilled people for the new complex."

"You may have something there," the director responded, "but I'll have to think about it."

The bell rang, and Dorothy went to teach her next class. On the way she decided to study the economic development process more thoroughly so that the next time she talked to the director or anyone else, she would be ready to defend home economics involvement in the training aspects of economic development.

Dorothy spent the following Saturday at the public library. She found that economic development refers to planned and implemented programs designed to improve "quality of life." This is a broader concept than economic growth, which usually refers to increase in per capita income. Quality of Life objectives included:

> Good health and long life, freedom from crime and the fear of crime, sufficient education to take part in society and make the most of one's abilities, the ability to work at a job that is satisfying and rewarding, income to cover the necessities of life with opportunities for improving one's income, housing that is comfortable within a congenial environment and time and opportunity for discretionary activities.[1]

The concept of economic development encompasses each of these objectives, either directly or indirectly. A job, any job, is not sufficient. The job should be reasonably safe and pay more than minimum wage. Advancement should be possible and the work should provide satisfactions and rewards to the job holder. Similarly, a new factory, any factory, is not sufficient to meet the objectives of successful economic development. The plant should not harm the environment. Local people should be hired at all levels, including management. The business should add to the general well-being of the community. Some of the side-benefits of a successful economic development program include improvements in the infrastructure. These include improved and new roads and other forms of transportation, more security through improved police and fire protection, better schools offering expanded services, and improved recreational facilities. The improvements often are done early in the economic development process to be used as an attraction for new business or as an encouragement for

*Based on a presentation, March 29, 1982, at the Vocational Home Economics Conference, Arlington, Va., sponsored by the U.S. Department of Education.

[1]Environmental Protection Agency, *The Quality of Life Concept: A Potential New Tool for Decisions Makers* (Washington, D.C.: Government Printing Office, 1973).

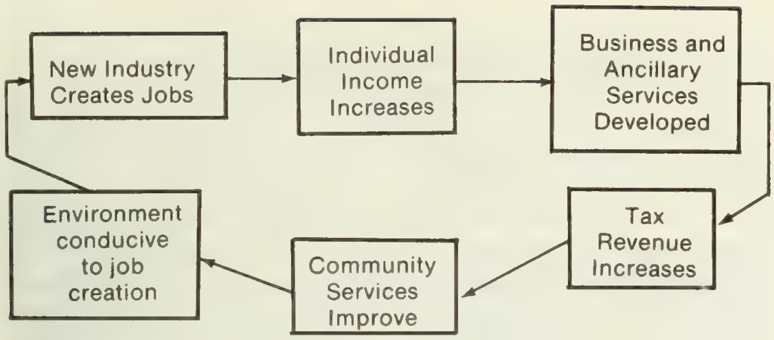

Figure 1. A simple economic development model.[2]

existing business to expand. However, the local residents, as well as the new or expanding businesses, accrue the benefits of these long term improvements in the infrastructure.

The new jobs created in a successful economic development program impact on the community in other ways, too (see Figure 1). New jobs mean more people are working and earning wages. These new workers want to spend their money on a variety of goods and services. Someone has to produce and sell these goods and services, thus creating additional jobs, and the improved infrastructure will attract more people needing more goods and services, and so on. Throughout the cyclical process the government is collecting taxes, some of which go back into the cycle to improve the infrastructure and otherwise attract more business and industry. Once the process is successfully started, economic development continues to operate until the cycle is broken.

As Dorothy could see, in order to reach the objectives of improving quality of life a community has to do more than add a few dollars to everyone's income. Successful economic development will address practically every one of the objectives listed in the definition of quality of life, and these objectives are also common to vocational educators, in general, and home economics in particular.

After studying the characteristics of several model programs, she noted that the successful economic development process is a complex, interrelated, conglomeration of factors. While there is no set number or required combination of factors established to insure success, most programs incorporate most of these activities:

1. Planning and coordination, throughout.
2. Needs assessment (that is, needed improvements in the infrastructure, more jobs, better jobs, what kind of jobs and training?).
3. Resource inventory (which lists attributes of the community or what can be offered).
4. Publicity campaign (hard sell stressing a community's good points either in general as in advertisements in magazines and airports, or to targeted industries that the community is hoping to attract). When a company shows interest, then specific plans are prepared and offered.
5. Negotiation with client (business/industry) is undertaken and the best offer is extended.
6. When the offer is accepted, the remainder of the plan is immediately put into action to fulfill the contract, that could include any of the following:
   a. prepare plant site
   b. provide funding, sometimes in bond issues or tax breaks
   c. train labor force
   d. improve infrastructure (which may include transportation linkages, water treatment plants, and police force)
7. Then evaluate the progress and update information and the publicity.
8. Continue the process, acting and reacting in relation to changing needs of the community and business and industry.

In a state, regional, or local economic development program, the process is much the same with only the actors and levels of action changing. Planning, both short and long term, is essential throughout the process. Access to funding, as well as access to accurate and up-to-date information regarding labor needs and availability, buiding sites, resource availability, and infrastructure, is essential. Also, the support of government officials and the public is required. The coordinated efforts of several agencies/organizations, including vocational education, Chamber of commerce, CETA, Bureau of Employment Security, local governmental groups, and civic groups, as well as the official economic development group is necessary. Each group or individual involved contributes its particular expertise, interests, concerns, and desires as factors in the overall economic development formula.

Educators need to be aware of the *entire process* but need to be intimately involved with the *training and training related services* part of economic development. To prepare for and implement these special services for the private sector and the community requires a process similar to the one for all of economic development, but with a narrower focus.

Planning and coordination throughout is essential. This planning and coordination should involve all the groups with a vested interest in training and related services such as trainee recruitment, trainee assessment, and placement. This collaboration among service agencies has several advantages. Collaboration promotes a thorough understanding of available resources and the potential of their combined strengths. The incredible maze of federal, state, and local groups, agencies, and organizations that have a direct or indirect bearing on training is confusing, and often conflicting. Without cooperation and coordination among the principle actors, it is impossible to assess and utilize their capabilities for the common goal of special training programs for employers.[3]

Efficiency is a second important advantage of the teamwork approach. Duplication of services creates an unnecessary drain on declining resources leaving a large area of need unfilled. For example, a community college, a vocational school, Chamber of Commerce, and the Small Business Administration may each offer courses to help the small business owner in bookkeeping, but none may help the owner with time and money management or appropriate pricing of services to stay in business. Elimination of duplication would free available resources to fill in the gaps in the services offered.

Accessibility to training so that no special groups needing training are overlooked is a third advantage of teamwork. Teamwork helps eliminate the possiblity that whole groups of potential trainees could be missed by every agency, for example, upgrading and retraining of the present work force or displaced homemakers.

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[2]Krishan K. Paul and Ellen A. Carlos, *Vocational Educators' Handbook for Economic Development* (Arlington, Va.: American Vocational Association, 1981), p. 18.

[3]This and the following paragraphs draw heavily on *The Handbook*, Paul and Carlos, *op. cit.*, pp. 35–37.

Flexibility in the teamwork approach allows team members to do what they do best while making the best use of the strengths of each group. This makes it easier to plan the most appropriate training program for the ultimate user.

For the teamwork approach to be effective, one must accept that no agency has the perfect system, but each has something to offer. The following may be considered as "givens" when collaborating and overcoming "turf" problems:

1. Each has a role to play in training.
2. No one can do the job alone.
3. Each has a variety of goals and objectives to meet, some common to the team as a whole, others unique.
4. Each has its own set of regulations to follow.
5. Coordination is possible.

Teamwork requires change. People and agencies often resist change, preferring the status quo over the unknown, even when problems are obvious. Therefore, to become an effective team member, one must also become an effective change agent. The basic principles of the change process and the primary roles of the change agent must be understood. The change process and the linking process must be viewed from the vantage point of those who are changing, as well as from the vantage point of the change agent. Needs assessment, resource inventory, public relations, negotiations, implementation, evaluation, and continuance all relate specifically to training programs and related services.

Dorothy found several common factors which seemed closely related to the success of the linkage programs for job creation. They included the following:

a. a well-defined mission
b. strong commited leadership
c. capacity to deliver services
d. flexibility and quick reservations
e. coordination and communication skills

A well-defined mission is an overall goal which gives purpose to the program. It should be quite simple and one that everyone can buy into; that is, all groups must assume ownership of the mission before assuming ownership of the program.

Dynamic leadership is unquestionably essential. Risk-taking is part of this leadership, as is finding a cadre of dynamic people to help. Decision-making authority must be delegated and trust must be built and maintained. Long hours are a characteristic of the job.

Capacity to deliver services refers to facilities, staff, equipment, and other necessities to deliver a training program. This includes alternative sources for capacity. For example, space and equipment can be used after hours, rented, leased, or borrowed. Staff might be full-time or part-time consultants, retirees, or personnel from business and industry. Technical people will be needed to develop curriculum on a moment's notice, or to work with media, develop materials, and satisfy printing needs. All of these are part of the capacity that needs to be available to meet the variety of needs of employers. Capacity can be increased through working with advisory councils, other agencies, private sector, state personnel, and legislators.

Flexibility must be integrated throughout the program. Scheduling of training must be possible at all hours. Training must be possible in classrooms, in the plant, or elsewhere depending upon the situation. Credit and course length should be kept to a minimum to get the task done.

Dorothy understood that employers cannot wait months for a course to become accredited or a program funded. It will not do to operate programs only from 9 to 3 or only in the vocational-technical center. Industry cannot and will not wait. If they must wait a year or two for a trained labor force, they will do the training themselves, or, go bankrupt, or, move to another location—which is exactly what is happening in many places. And, of course, she could see that without coordination and collaboration she might as well forget about becoming a key actor in economic development because it just would not happen.

Dorothy felt like she had accomplished a great deal during her days at the library. She had gained a brief overview of the concept and process of economic development, specifically job creation and its impact on the community, and an overview of the process of delivering industry-specific training. Obviously, home economics cannot take over the entire process of economic development or even create a great many jobs, any more than vocational education in general can. The vast majority of jobs are created in the private sector by business and industry. However, she could think of techniques to facilitate involvement of home economics programs and teachers as she considered including economic development in the basic curriculum or considered special programs for employers.

The first is *Quality of Life Awareness.*[4] She could develop an awareness in herself and pass on to the students the impact of home economics on quality of life—family living, money management, parenting—and expand the definition to include community and economic development. A direct relationship exists among home economics and economic development because both care about quality of life.

The second was *Community Outreach.* She could make a special effort to analyze the economic devlopment process in her state and local community. She resolved to read all news articles and listen to radio and television items pertaining to various facets of economic development and strive to become conversant in the lingo.

The third was *Partnership.* She would establish communication linkages with other agencies/organizations in the community and state which have a stake in economic development, particularly those with training/educational programs. Then, she would work with local businesses and industries in the same capacity. After becoming familiar with the constraints, strengths, and weaknesses of each agency, organization, or group, they could develop together the strategies to work within those boundaries, not letting "turfdom" hinder progress.

The fourth was *Needs Assessment.* She would establish a working relationship with business and industry needing skills related to home economics curriculum, asking them what they need or would like from vocational education. She would listen carefully.

And the last was *Response.* Working within the vocational institutions and with other groups, she could develop a plan to serve her clients, both her students and her employers. She would seek additional input and evaluation of the plan before implementation, remembering that creative flexibility, speedy

[4]List developed in Ellen A. Carlos and LaVera Morrett, "Economic Development and Home Economics: Partners for the 80's," December, 1980, pp. 5-6. (Mimeographed.)

response time, and job-specific, employment-related training are big pluses when working with the private sector.

There are also many activities familiar to home economics teachers that take on a new thrust through inclusion of economic development into the curriculum. Dorothy made a list of activities appropriate to cooperative efforts with other groups and/or community agencies.

1. FHA/HERO:[5] Use vocational student organization (VSO) as a reponse mechanism to meet the needs of business and industry as well as student, community and school needs. Activities might include job and/or trade analyses, industry specific training unit, cooperative work/education experiences, and career exploration activities.

2. Entrepreneurship: Incorporate small business ownership and management units into every curriculum. Communicate and obtain help from other agencies/organizations involved in the process, including zoning, licensing, taxes, wholesale and retail management, small business loans, and so on.

3. Public Relations: Sponsor "Information Nights." Invite community leaders to dinner or open house at least once a year; describe the home economics program and exchange ideas to further the community's economic growth program and exchange ideas to further the community's economic development.

4. Negotiation: Arrange short-term agreements with individual companies, unions, and agencies such as CETA Private Industry Councils to work toward new and emerging community-based needs.

5. Involve the Media: Use cable television and popular radio stations to "tease" potential learners about home economics outreach activities and programs related to career training and economic development.

6. Information Dissemination: Set up display racks of descriptive materials in office buildings, factories, and other places where people work that alert the community to home economics programs and their interface with community economic development activities.

[5]List developed by Carlos and Morrett, *ibid.*, pp. 5-6.

7. Recruitment: Provide information materials to associations and agencies representing minorities, rural and urban people, other special groups and work with their leaders to recruit their membership for home economics-related activities and programs.

Dorothy was very excited about her active and challenging involvement in the economic development of her community. She wanted to alert other teachers and teacher educators to the emerging relationship between home economics and economic development. There would be a need to revise or strengthen curriculum in several areas. Communications skills have always been important in home economics; however, these skills must be expanded to include communication, cooperation, and coordination between and among groups with particular mandates, values, goals, and schedules, which may be in conflict with each other. There might be personality conflicts, also.

Emphasis on economics and community development will have to be increased, along with the addition of large and small business management and entrepreneurial skills. Rather that learning the actual skills, resource development and locational skills might be more useful and could then be tailored to individual situations. In other words, how and where to find information or the appropriate person to whom to talk, rather than the actual facts, should be most beneficial to the practitioner.

Funding sources is a third area that will need more emphasis, both for the teacher, in order to implement innovations and training programs, and for the student who wishes to start a business, go on to school or is otherwise in need of monetary resources.

The above were just a few of the implications that she could foresee if she assumed an active role in economic development.

Obviously, much more work needs to be done. She hoped that this topic would be discussed in forums and conferences and would become the topics of seminars and workshops. She knew it was a challenging and rewarding area and hoped home economics would welcome the opportunity to work with other home economists, individually or collectively, to explore innovative strategies for involvement.

IN-SERVICE TEACHING AID

To help prevent burnout and keep enthusiasm high, a Florida home economist has prepared a series of audio tapes for home economics teachers to listen to and reflect on individually at home or at school. Some information about them is contained in the *Proceedings of the Illinois Teacher Silver Jubilee Conference* where the author was a speaker. Each state supervisor has been given a copy of the ten tapes and accompanying material.

For further information including how to obtain a copy, write the author:

Dr. Don Rapp
Dept. of Home and Family Life
Florida State University
Tallahassee, FL 32306

I think you'll find some inspiration in these tapes.

The Editor

FOUND:

A Technique for Teaching Management Concepts

Sandra Taliaferro Linck
Associate Professor
Consumer Economics and Management
Mansfield (PA) State College

Sometimes it is difficult to make a theory come alive. While management is commonly regarded as an integral part of a quality Home Economics program, many teachers find it especially difficult to help the young student with limited life experience make the leap from theory to real-life application.

The centrality of management concepts to Home Economics content was reaffirmed in the philosohical paper, *Home Ecҫnomics: A Definition.*[1] Many of the perennial problems of persons and families involve choices about economics, environmental or human resources. Even so, the teacher of management with large classes may wonder how it will be possible to help each student see and apply this awareness to decision-making.

In cooperation with my students in an introductory management class at Mansfield State College, I have experimented with a classroom technique which seems to bridge the gap between the theory of management and living of management—its practice. I used this technique with college freshmen. It could, however, be equally successful with high school or junior high students and might be employed in content areas other than management. Two additional characteristics make this technique of interest to other teachers: it can be structured to include a variety of learnings and the students find it interesting and enjoyable!

For one semester, the students studied and worked in simulated family groups. While the instructor provided the structure and direction by listing specific individual and family qualities to be described, it was the students who created the character and flavor of each family. It was on the basis of the descriptions the students wrote that resources were determined, and decisions were made throughout the term.

How It Was Done

The family simulation, as tried at Mansfield, was created by randomly grouping the students into units of four or five. Each group was required to complete the following tasks:

1. To choose a family name and determine the composition of their family and the ages of the members.
2. To write a general description of their family which included job or professional orientation, status, community, geographic area, life style, family values, recreation patterns, and communication style.
3. To describe family economic resources including money income, credit usage, fringe benefits, and property or holdings of value.
4. To delineate environmental (community and/or societal) resources including: social organizations, economic institutions, political institutions, community facilities, and services.
5. To describe in detail the family's human resources and the specific human resources of each family member under the following categories:*

A.	*Cognitive:	(Mental traits related to practical and perceptual knowledge)
	Examples:	Intelligence, judgment, aptitude, self-control, creativity, and initiative
B.	*Affective:	(Traits related to emotions and feel ing)
	Examples:	Interests, attitudes, loyalty, sensitivity, cooperation, faith, friendliness, patience, poise, honesty, and enthusiasm
C.	*Psychomotor:	(Combine muscle activity with mental processes)
	Examples:	Energy, do-it-yourself skills, job skills, consumer skills, manager skills, posture, metabolism
D.	*Temporal:	(Time and the individual's way of assimilating, using, and perceiving)
	Examples:	clock time—past, present, future, sense of timing, routine, and organization

6. To identify individual and family problems and needs.
7. Define *at least two* family situations or problems which require a plan, a solution, or crisis management.

*The source for these categories was, "A proposed interdisciplinary human-environmental approach to resource classification," which appears in Nickell, Rice, and Tucker, *Management in Family Living.*[2]

What the Students Wrote

The families which were created were sometimes described in exquisite detail. They were hardly homogeneous. Interestingly enough, even though the instructor gave no instructions as to family composition, in the most recent class, there was not one traditional family described by the group! For example, the Motzarelli family was a father raising three teenaged daughters alone, the Expositios were a highly complex extended family and a group which called themselves the McHads was a boarding school for girls run by Ms. Melissa

[1] M. Brown and B. Paolucci, *Home Economics: A Definition* (Washington, D.C.: American Home Economics Association, 1979).

[2] Paulena Nickell, Ann Smith, and Suzanne P. Tucker, *Management in Family Living* (New York: John Wiley and Sons, Inc., 1976), pp. 145-147.

McHad. Individual descriptions were colorful and varied. The description of the 18-year-old daughter of the Motzarelli family included the following:

> Trying to fill the mother's role. She is bossy. Graduated from high school, but not going to college because she feels she is needed at home. She is unemployed, overweight, lonely, has few friends, introverted. She likes to cook, listen to classical music, home decorating, gourmet foods, and playing the piano. She resents her father's girlfriend.

While some families had typical problems, others embroidered a scenario with multiple problems. There was great variety: a self-centered mother who wore designer jeans, "a grandmother with a strong and dominating way" who ran the family luncheonette, a bank president who travels with his family, adopted children, college students, teens who help to support their families, single parents (mothers and fathers) and elderly parents on social security living with families.

How the Family Groups Were Used

As the semester progressed, the families were convened periodically to work out applications of management theory. An example of such application would be decision-making. The assignment read as follows:

> Using the decision tree model[3] (see handout page 14) work out a solution to *one* of the situations or problems identified in your family description. It may be helpful to role-play the family members in order to identify their feelings. When you have decided upon a course of action, establish a central or policy decision[4] for the family which relates to this question (see page 15) and identify the resources available to your family which you will use to carry out the operating or satellite decisions necessary to implement this policy.

After family meetings, the students reported to the entire class the decisions they had made. Soon discussions of family resources were no longer just theory! Each family explained and justified the resources its members had chosen, and explained what was available to them. Family differences were highlighted by comparing families. Before too long, the entire class came to know both family and individual characteristics of all families. The class was made interesting and lively by comparing the manner in which each family chose to solve its problems. Some of the groups found, to their distress, that they had to live with the descriptions they'd written early in the year. They wished they'd given themselves a little higher income, or a more talented family, or more community resources, but they had to work out the exercises in class with what they had! Their feelings were not unlike that of real families—when problems come, one might wish to rewrite the script!

After the families became more involved in their self-described attributes, it became clear that there were striking differences. They spoke with understanding of the low income family with a handicapped child. Another family solved a similar problem with economic resources, but this family tried to remedy its situation with human resources because they had little money. The group puzzled over ways to help an introverted teenager in one family, and suggested help for the family with an alcoholic member.

It seemed to me, in reflecting on previous years, that the classes in which the family simulations were used were more responsive. They had a better grasp of theory on tests. There was more class discussion, and more interaction between students. Shy or quiet students became a part of a "family" and therefore always had a role to play in their group if not contributing to large class discussions.

I was surprised at the degree of identification with their "family" some students evidenced. They continued to mention the family names even when the class was not divided into groups. Some groups became so involved they had "family" dinners outside of class and celebrated a fictitious birthday.

Other Implications

This technique was an experiment to help students make practical applications of theory. Certainly each student in the class had a textbook and each could read about the management process, goal-setting or resource allocations, but I am convinced that something more is needed in implementing those ideas. The student-designed family simulations provided the needed bridge to application of theory; but the exercise did much more. It helped students to feel they belonged in the class and to feel good about themselves because of that group identity. In reports of some short term studies of cooperative learning techniques, there is confirmation of such results and speculation that long term use would result in students being "more cooperative, more peer-oriented, and possibly more altruistic (i.e., sympathetic toward mature values and conduct)."[5] Long term studies have not yet been reported, but at least one group, The Center for Social Organization of Schools, Johns Hopkins University is continuing study in this area. Even without long term confirmation, the prospect of improved self-esteem, better mental health and reduced loneliness seem sufficient reasons to encourage the use of this or other cooperative techniques.

Classroom techniques which are based upon the student's imagination have limitless possibilities. If the student-designed family situations are given careful structuring by the instructor as they are formed, they can meet a variety of objectives while remaining fresh and spontaneous in specific detail. For example, if you wanted to focus on family nutrition, you could require more information about eating habits, food preferences and shopping times. Or if you choose to analyze consumer practices, you could encourage descriptions under various consumer categories or personality types.

While management theory may seem difficult to the student with limited life experience it is nonetheless the bearer of understandings and tools which may help that student to make difficult life decisions. It seems imperative, then, that we experiment with techniques which illuminate the theoretical understandings necessary for rational choice-making. Further, it seems crucial that we simulate the experiences which yield the luxury of insights life has not yet provided.

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[3]Ruth E. Deacon and Francille Firebaugh, *Family Resource Management* (Boston: Allyn and Bacon, Inc., 1981), p. 92.

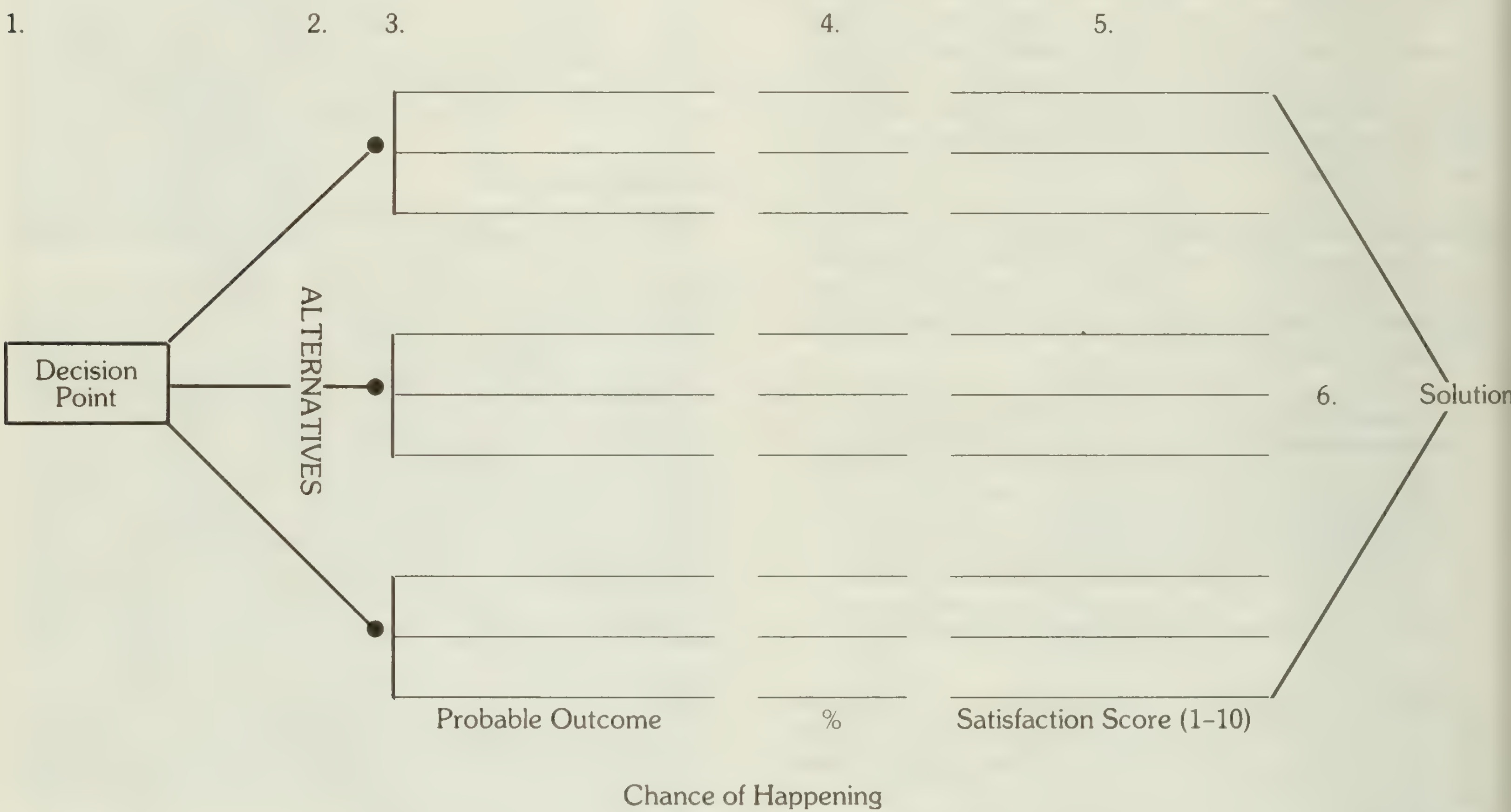
[4]Irma H. Gross, Elizabeth Crandall, and Marjorie Knoll, *Management for Modern Families* (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1980), p. 150.

[5]Robert A. Slavin, "A Policy Change: Cooperative or Competitive Learning," *Character*, Volume 2, No. 3, (January 1981), pp. 4-5.

DECISION TREE
(A Management Tool for Identifying and Weighing Alternatives)

Identifying or generating alternatives varies with individuals, although the specific reasons for differences, such as intelligence or personality, are not known. Studies show that the *number* of alternatives considered in decision making vary with the importance of the decision to be made *or* with the individual's capacity to generate alternatives.

Decision making which follows the format of the rational model promotes objectivity in weighing alternatives in home management. An individual who is faced with a decision situation that has different possible solutions is rational if s/he: (1) evolves available alternatives, (2) considers consequences, (3) orders the alternatives by some rule or preference relationship, and (4) chooses the best or most preferred consequence.



A DECISION TREE as shown above offers one way of visualizing alternatives and the probability of predicted outcomes. It provides a systematic approach for examining alternatives and their consequences. To construct a decision tree, follow these steps:

1. Identify the decision to be made. State in the form of a question., e.g. which sewing machine shall I buy?
2. List the available alternatives. Try to have at *least* three choices.
3. For each alternative list probable outcomes of your choice. (What is likely to happen?)
4. For each outcome, make an "educated guess" about how likely (what % chance) it is that this will happen.
5. For each outcome, assess how you would feel if that *did* happen. Give yourself a "Satisfaction Score" using the scale of 1–10 (10 is highest).
6. Now, look back over the entire decision tree. If you've been realistic in your predictions and honest about how you feel, then the decision tree should give you some help in arriving at a rational decision that is right for you.

Decision trees were originally used for investment decisions, so consequences were stated in terms of yield over a period of time. When decision trees describe alternatives and consequences for decisions of a household, the complexity of the tree is increased, since consequences cover a variety of factors, not just investment yield. Decision trees may be used for solving individual personal problems and for making group decisions.

Source: Ruth Deacon and Francine Firebaugh, *Family Resource Management* (Boston: Allyn and Bacon, Inc., 1981), p. 92.

DECISION MAKING
Central and Satellite Decisions

Decision making is considered the crux of the management process, in the operation of industry as well as in home management. Industry pays its top people to keep the company operating effectively. Many people believe that the most important and difficult job of an executive is to make the right decision at the right time.

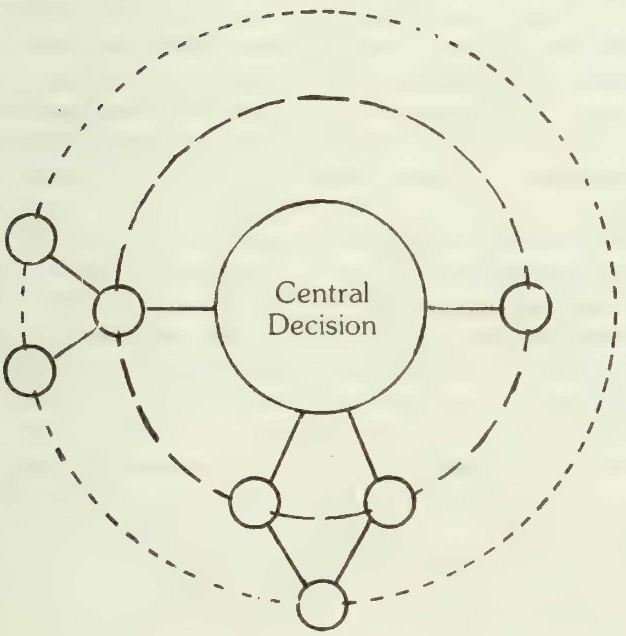
Drucker has said that effective executives do not try to make a great many decisions. They concentrate on the important ones. They try to think through what is strategic rather than solve problems. (Peter F. Drucker, The Effective Executive.) Drucker defines decision making as the development of policy rather than the type of decision making involved in carrying on day-to-day operations. He considers the decisions involved in daily operations as problem solving or operational decisions.

The decisions involved in home and personal management could be divided similarly into (1) major, central or policy decisions which have long-time consequences and (2) operational or satellite decisions which are made after and because of the central decision and are necessary to carry out the major or central decision.

Suppose a family decides that inflatin is cutting into their spendable income so much that they will have to control their food expenses very carefully in order to have enough money left for summer vacation. The decision to curb food expenses might be considered a major decision. Deciding what to buy, where to buy it, and when, whether to eat at home or out on Sunday would be operational decisions. Choosing hamburger versus steak or one brand of peaches versus another brand are operational decisions in this context. The basic decision provided the starting point for all the decisions that followed. The decisions that followed the major decision helped to implement it.

The division of decision making into two aspects is very useful in large organizations. People at the upper levels, such as the board of directors make the big policy decisions. Operational decisions are made at lower levels to implement policy decisions. Increasingly, researchers are recognizing that family management could benefit from some of the techniques used by other social organizations. The development of carefully thought-out long-term plans would direct many subsequent family decisions. This type of process could greatly improve family management in many cases.

It can be seen by the diagram that satellite decisions may be connected to each other as well as the central decision. One may judge the scope of a central decision by the number of satellite decisons it initiates.



Decision Linkage—Central and Satellite

Source: Irma Gross, Elizabeth Crandall, and Marjorie Knoll, *Management for Modern Families* (Englewood Cliffs, New Jersey, Prentice Hall, Inc., 1980), p. 150.

Home Economists: A Force For Families*

Kinsey B. Green
Executive Director
American Home Economics Association
Washington, D.C.

Sojourner Truth, an illiterate northern black woman, rose to prominence because of her commitment to the dignity of all human beings. Because she never learned to read nor write, she left no tangible achievements; her philosophy of the sacredness of life itself was her legacy. As a child, she was sold repeatedly to a succession of masters. Because she was told by her mother "Tell the truth, do not be afraid, the truth shall make you free," she took for herself the last name Truth. She saw her brothers dragged away from the family; was not even important enough to have a last name; resorted to the law to free her son from an Alabama plantation; and as a domestic in New York, sued a white man for slander, and won the case—thus becoming the first black woman to successfully bring suit against a white man. Her award of $125.00 for damages represented more than her entire being previously had brought at a slave auction. At that point, she claimed the name Sojourner and started across the land preaching abolition of slavery, frequently sharing the platform with Frederick Douglass. According to her, the one answerable argument against race and sex bias is the fact that all mankind shares one single Creator. This woman who began life sold as a part of a "lot of slaves, horses, and other cattle," is remembered more than a century later for her philosophical impact. Committed to the principle of the worth of all people, including women and blacks, her presence on stage affronted many audiences. At one such occasion, one heckler shouted "Go on, old woman; we don't care any more about you than a flea." Her retort: "And I aim to keep you scratching."

Home economists—A *Force* For Families. We aim to keep policy makers, leaders, corporate executives, academicians, citizens, scratching—for the needs of the family cannot be ignored. According to Ellen H. Richards, founder of home economics, in an 1882 book preface, "The family is the heart of the country's life, and every philanthropist or social scientist must begin at that point." The family as a significant social and economic unit forms the core of the body of knowledge and the profession known as home economics. A chain of cause and effect factors then influences the development of the contributions of home economists. We cannot ignore those conditions which influence the family's ability to function.

The development of home economics has closely paralleled changes in the larger social and economic order and the consequent changes in families. Begun in a concern for the application of scientific management principles in the home environment, including advocacy for clean air, pure food and water, we have, in a sense, come full circle with a home economics/"human ecology" revival. Studying the relationship of the factory workers' diet to productivity, educational opportunities for women, efficient management of home tasks in order to allow time and other resources for the enjoyment of life were the thrusts of Ellen H. Richards' work in the late 1800's.

As family resources become scarce in the time of world conflict, home economists increased attention to conservation of natural resources, food, clothing, land, energy, housing. As each decade passed, home economists changed program emphases to reflect solutions to the most pressing needs of families. As urbanization, technological advances and the increase of numbers of employed women changed family concerns, home economists turned more serious attention to the effects of urbanization on the family; the effects of race, age and sex discrimination; complexity of consumer choices and consequent government regulations; family violence; energy source depletion; services for the handicapped and elderly; day care for young children; alleviation of poverty and malnutrition; and the ravages of inflation.

I don't need to reiterate for you the seriousness of these family concerns; you know them probably better than I. The question is: How shall home economists make a difference in the lives of families, our ultimate constituents?

The mission of home economics is to enable families to function in their own strength. Home economics has two very precious and unique attributes: it is the only profession and body of knowledge which has as its core the family and the well-being of individuals who function within that environment; and it concentrates on prevention, development, education, as opposed to crisis intervention, remediation, therapy. Home economics is a *profession,* with all the obligations idigenous to a profession; that is, the requirement for an underlying body of knowledge; the acknowledgement that there is a common core of knowledge for all aspects of the profession, regardless of specialization; it is an integrated and interdisciplinary field; it polices its own ranks, providing quality control; and it is mission-oriented, seeing the needs of its constituents as the ultimate determinant of curriculum and program.

The issues pertinent to home economics are no less significant in the 1980's than when our founders first articulated and coalesced the fragments into a coherent and logical profession. Permit the elaboration of some of those perceived to be the most critical in the current economic and social setting:

a) *The economy, specifically inflation rates.* The Reagan Administration budget is predicated upon several assumptions: that Federal intervention in the lives of citizens must decrease; that supply-side economics is the correct path to economic vitality; that tax incentives for saving and investing and for corporate productivity will regenerate an ailing economy. Theoretically, with more resources available to individuals, each is better able to be independent.

*An address delivered to the home economics faculty, University of Illinois at Urbana-Champaign, March 4, 1982.

b) *Unemployment.* Related to the corporate struggle with the high cost of debt-financing and over-zealous and costly regulation, all facets of the economy struggle with reduction in force, with tightening of the employer's budget, with strategies to do more with less. The depression in the automobile and home construction industries and the ramifications for the families of the unemployed worker particularly merit mention.

c) *Deregulation.* While the cost of increased regulation is burdensome, the other side of the coin is the opportunity, equity and safety lost through decreases in forcing compliance with certain standards of equity and safety assurance. Will gains in civil rights, particularly in equity for women in education and in employment, be lost if less attention is required in affirmative action? Will the quality of products available to the consumer suffer if food safety and drug testing requirements are relaxed? Regulations pertaining to safety in textiles, to privileges of various financial institutions (and therefore the rates of interest and of debt), and standards for energy consumption in housing and appliances are just a few of the examples of Federal regulations which will be under study. Will consumer education be more important?

d) *Increasing number of dependents in the social system.* The ratio of dependents to independents is changing, perhaps best evidenced in worry regarding the solvency of the Social Security system. With the technological and medical capacity to save virtually everyone at birth regardless of handicap, and with the capacity for lengthened lifespans, the numbers of families responsible for an elderly, handicapped or young family member is increasing.

e) *Resource management.* The development of human capital, as well as the conservation and management of natural resources (timber, top soil, water, fossil fuels, to name but the most obvious) is a key to productivity and simultaneously a concern relating to quality of life.

f) *Growth of technology.* What are the moral and ethical decisions relating to technological capabilities? Upon what bases and assumptions shall individual life and death, and national survival decisions be made? Who shall be the decision-makers? Ought we to do all that we have the technological capacity to do?

What are the alternatives for provision of a safety net for families?

A basic premise (or cause) of President Reagan's Federalism program is the intent to reduce the interference of the Federal government in the lives of individuals and families. *Concomitant* with this goal is the promise of a *safety net* to assure that basic survival needs are met for all—particularly those unable to be independent.

Who should provide the ultimate safety net is quite another question. Consider the alternatives:

Federal and State Governments

Historically the governmental institution has provided safety nets through income transfer programs: between generations (as in Social Security) and between those who have resources and those who have not (as defined by rules of taxation and entitlement), only the Social Security program has been left virtually intact in the latest program of Federalism, which intends to return power, programs, decisions and dollars to the state level primarily through block grants (as opposed to categorical funds). Practically all education, health and human services progams have been marked for big decreases, beginning with the current fiscal year. The Federal government is negotiating a tightrope: how much subsidy is necessary? How much is too much?

The Corporate Sector

Hopes of increasing business productivity through deregulation, decreased cost of debt financing and tax incentives including accelerated depreciation allowances are accompanied by an administration expectation that the corporate sector will assume more responsibility for solutions to the nation's social and economic ills. How much is it reasonable to assume that the industrial and business sector can absorb?

Other Institutions

Can the church, the media, the political system become the safety net? What resources are accessible beyond government subsidies, or corporate or individual contributions?

Associations, Societies and Civic and Charitable Organizations

Dorcas Hardy, Assistant Secretary for Human Development Services in the Department of Health and Human Services, said recently that volunteer organizations, like AHEA, would have to pick up some of the slack of the programs the Federal government is no longer able to fund. For instance, as funds are cut from Consumer and Homemaking Education, is it reasonable to expect state associations to provide in-service education for teachers, in concert with intiatives from State Supervisors of Home Economics? Can organizations be responsible for direct delivery of programs and services to constituents? New tax laws provide incentives for saving and investing rather than for giving and contributing. What is the financial picture boding for nonprofit organizations and their capacity to be the safety net?

Families

As old as the Judaeo-Christian ethic itself is the principle of being one's brother's keeper. Recently the *Washington Post* ran a feature article on one of the street women of the city who lived in a cardboard box over a heat register on the sidewalk outside of one of the city's Federal buildings. When she died, among others interviewed about her circumstances was her daughter. Said she, "My mother was once beautiful." Shortly the page of letters to the editor of the *Post* was filled from outrage from readers regarding the irresponsibility of the daughter. Where was she while the mother lived in a cardboard box in the freezing winter? But—are all families able to care for their own? With a changing ratio of dependents to independents as the life span is lengthened and almost all, regardless of handicap, are saved at birth the numbers of family members who will be unable to earn their own way will increase, not decrease. Can all families be the consummate safety net?

Individuals

Noblesse oblige—the obligation of those with resources to care for those who do not. The principle of community participation, of looking after one's neighbors, of investing together is most recently highlighted in talk of the subterranean economy, including the exchange of sevices and bartering for goods with no currency exchange. How much house does each of us need? How elegant a diet? How fancy a car? Is it reasonable to expect that each individual can be the contingency plan, the safety net for another?

Resource management has been a strength of home economics since its inception. Our knowledge and expertise now can be critical as the nation seeks economic vitality. Consider your role as a safety net—as an individual, as a family member, as a professional, as a member of professional organizations, as a consumer and as a tax-paying citizen.

How does home economics fit into these issues? The relevance is measured in tenets which have been the foundation of the profession since its conception:

★ **Everybody counts; there is merit in every individual.** Therein lies our concern for the minority family, for the poverty-stricken, for the aged, the infant, the handicapped. The potential contribution of each, the acknowledgement of universal needs of all, have been underlying premises of much of the development of home economics in education and in human services.

★ **Management of Resources—human and material—is imperative.** This overriding theme may be found in every specialization of the profession and in every employment arena. Effective decisions about the use of resources is a universally applicable construct.

★ **The interrelationship of family, community and workplace is given.** There is applicability of the management and human relationships skills learned in one to the others. The interdependence of efficiency, productivity and humanity, though they sometimes seem to be in conflict, is inevitable and necessary.

Home economics is a dynamic, relevant profession—searching for the brightest and most creative minds, for the most courageous hearts, willing to take risks, confront controversy, dare. We're searching eagerly for adminstrators who can assess power, function in the policy arena, and who "know money". We're particularly eager for researchers who can conduct interdisciplinary research and link the findings to public policy decisions.

Home economics—a powerful force for families.

Book Review

Nutrition Concepts and Controversies, Second Edition, Hamilton, E. M., and Whitney, E. N., 1982. West Publishing Co., 50 West Kellogg Boulevard, St. Paul Minnesota 55615, 713 pp.

Nutrition Concepts and Controversies provides interesting reading in a stimulating format. Few basic nutrition texts can make that claim. The book is organized into sections that deal with controversial issues and food features with enough basic nutrition information included to help the reader make logical decisions about the issues. For example, nutrient needs are discussed against the backdrop of the USDA DHHS Dietary Guidelines. And the section on the nutritional needs of children contains a discussion of diet and hyperactivity. To a degree, each section is self-supporting so that the reader can pick up and read about individual topics without referring back to previous chapters.

Although the book was written for the concerned lay person, a person without some formal nutrition education would have difficulty understanding some of the discussions. Even though the authors did a marvelous job of simplifying the difficult, some sections might exceed the comprehension of the novice.

This work would be an excellent primer for the person with some formal nutrition education who has not stayed closely in touch with the field. A person with a general home economics background should find this book a particularly valuable reference.

Trying to simplify complex nutritional concepts so that anyone can understand them is not without its hazards. Often such attempts give misdirected emphasis and/or incorrect impressions. Unfortunately, examples of incorrect impressions appear in the text. For example, in the discussion about honey, an uninformed reader could be left with the impression that raw honey may be implicated in sudden infant death syndrome because of environmental contaminants in the honey instead of botulism spores contained therein. Similarly, the authors' definition of an essential nutrient is incomplete. The authors define an essential nutrient as one the body cannot make at all. However, the body can make certain essential nutrients but not at a rapid enough rate to promote optimum performance. While statements appear here and there that may give the reader questionable impressions, the overall mission is accomplished.

This text should prove a valuable addition to any home economist's reference library.

Robert J. Reber, Ph.D.
Associate Professor in Nutrition
and Extension Specialist
University of Illinois

A LOOK BACK TO PLAN AHEAD: The Fences and the Stakes

Marjorie East
Professor Emerita
Home Economics Education
The Pennsylvania State University

Home economics, our subject matter and our profession, exists only as the result of human performance. It is the actions of the people who work in its name. It does not exist in the way a house or a bridge exists, as a palpable artifact resulting from the work of humans. It only exists as that which home economists do.

Let's look at the problem call "turf": turf protection, turf stealing, turf establishment. Home economists know this problem these days. It seems that the rest of the professional world has recently discovered the importance of the subject matter we thought was our own: consumer education, family life education, nutrition, child development, home health care, family economics, housing, and so on. Even cooking. Craig Claiborne and Julia Child are not home economists. Everyone seems to think our subject matter is important enough for *them* to do it. And we feel violated. They've jumped our fence.

There is a sorely felt problem here. School teachers complain. College professors complain. Home economists in business, home economists in social welfare, and extension home economists complain. They all feel there is a big problem.

The problem is not with our goals. The family is important and is not fading away. I quote from a recent newsletter of the Institute for Social Research of the University of Michigan.

> The American family—that revered institution whose imminent extinction was often predicted during the troubled sixties and early seventies—will most likely remain alive and well in the eighties. Young people today are voicing hearty endorsement of the traditional values of marriage and family.[1]

Everyone wants to love and be loved. Everyone has a home and expects it to promote his/her health, comfort, and happiness. Of course, there are changes in families and homes. We experience changes and we read of the changes the experts see. For example, Kenneth Keniston's review of *The Inner American: A Self Portrait from 1957 to 1976*[2] suggests that people are now more self-centered, more concerned about their own personal lives, more accepting of variations in social roles and actions, less controlled by the norms and the "shoulds". Another example: The winter *Journal of Home Economics* has an article on "Student Attitudes Toward Parenting"[3] which predicts more egalitarian families, more chosen children, fewer sharp sex role differences.

[1]"The Future of the Family," *ISR Newsletter* (Ann Arbor Institute for Social Research, The University of Michigan, Winter 1981).

[2]Kenneth Keniston, "The Mood of Americans Today," *The New York Times Book Review* (November 8, 1981).

[3]Patricia Kain Knaub, Deanna Baxter Eversole, and Jacqueline Holm Vors, "Student Attitudes Toward Parenthood: Implications for Curricula in the 1980's," *Journal of Home Economics* (Winter 1981).

The family changes. Homes change. But our reason for existence is very much still there.

The problem is not, for the most part, with our subject matter. Much of it is considered so important that everyone else feels obligated to teach it, to research it, to make money off it. There's the chemist who has discovered there are actually chemical changes in foods as they are cooked and believes tht the public ought to know about it so he's written a book[4] which was reviewed favorably in the New York Times and the review was reprinted by the Gannett chain of newspapers from Maine to Hawaii. As I read the review I thought "What's different here from what I learned in college foods classes in the 1930's? That fellow has jumped the fence. He's in our field."

Yet there are no fences around territories of knowledge except in people's minds. The reason the imaginary fences are there at all is convenience; classifications and naming helps people to understand and use information. We educators call it concept building. Who has such fences around subjects? Everyone. Teachers, principals, deans, students, parents, home economists, other professionals. But the fences are not all in the same places. Some territory is disputed. Who is right?

One way to decide is to study history. Who had this territory first? Does this remind you of American Indian claims? When is first? Does a thousand years of occupation make it truly yours? Are you agreeing with the Palestinians or the Jews? The British or the Argentinians? Is it a matter of the length of the tenure? Home economics is less than a hundred years old. Who taught the questionable subject matter before our time? Mothers? Shall we send it all back to the homes to be taught? Philosophers? Aristotle or one of his pupils wrote the first book we know of on household management. Do *they* want the area now?

Maybe this is really a new territory, created by a new need in the society. For example, consumer education has grown up to be a complex subject as consumer goods and markets have burgeoned. Actually, home economics has every right to be considered owner of the territory. The names and their work ring out as originators and leaders of the movement: Ellen Richards, Marion Talbot, Sophonisba Breckenridge, Elizabeth Hoyt, Benjamin Andrews, Jessie Coles. But we didn't stake it out as our exclusive area.

Staking it out consists of performing noticeably and publicly so everyone knows it's your area and knows where the stakes mark the places for the fence. If you can get legal claim so much the better: legislative mandates, funding, licenses, certification. The main point is to establish the fence in other people's minds. Quiet work doesn't do it. If others don't know, it isn't their fault. It's yours, it's ours.

Do we know enough about the particular patch of turf we are defending? What is its history? Who were the pioneers in the area? What did they do that established their possession? Who were their mentors? Their disciplines? Are we standing on firm ground? Do others know how firmly we are planted there? Are we voluble and fluent in our pride of ownership? Do we fly our flag for all to see?

[4]Arthur E. Grosser, *The Cookbook Decoder: Culinary Alchemy Explained* (Beaufort Books, 1982).

If other people put up fences on what we consider our territory, what are they thinking? Do they want to steal from us? Probably not. They want something that seems to them right for them to have. They want to grow and expand. Maybe they, too, have an historical logic. Physical education logically includes nutrition education, even though nutrition has been taught by home economists since 1900. Biologists know a lot about the way food is used by the body. Maybe they don't have the foggiest notion that home economics has any claim on the turf in question. Maybe the only home economics they ever heard of had to do with cooking food, not choosing it or understanding its ultimate use by the body. Or maybe they do know we have been working in this area but they believe their knowledge is superior by virtue of higher complexity or more universal appeal, or more basic research. *Is* their knowledge superior? Have they had more college courses in the area? Are they specialists who focus in depth, rather than generalists who know something about a lot of things?

Do they *seem* to know more by virtue of their vocabulary, their concentration, their public announcements, their involvement of significant other people in their work? Are they staking out new territory through their actions and so establishing new fences in other people's minds? It's the fence in the minds of others which ultimately marks the boundaries, not the fence in your own mind. What makes the chemist's book sell better than Halliday and Noble did? The New York Times Review? How did he get it?

Are we clear about our own definition of our turf? What are our aims? Who are our clients? it may be that there is room for two or more approaches to the same subject matter or professional area. If we are intending to help novices get nutritious meals on the table fast, there might well be room for a Craig Claiborne who intends to help rich people with jaded appetites on the creative art of gourmet cookery. Awareness of one's own intentions and appreciation of others' intentions may result in a divided responsibility.

All this introspection leads to a conclusion. Most people don't know enough about what home economics is, or does, or could do. Why don't they know? I identify at least four reasons.

First, most people base their vague ideas of home economics on what they saw it to be in their junior and senior high school. And most of the school programs are not a fair representation of the complexity that exists in the field or the competency of its professionals. Even some school curriculum experts don't value home economics. Oh, they value the subject matter, some of it. About fifteen years ago on a visit to Manitoba, I was shown by the state curriculum director a list of what he called essential learnings for all high school students. There were our topics: consumer skills, nutrition, child development, etc. But he said he couldn't get the home economics teachers *actually* to spend any real time teaching these things so he was ready to parcel these topics out among the teachers who *would* teach them and no longer require any students to take home economics. Fifteen years ago? Last week on my return from Hawaii I found that Pennsylvania state curriculum officials have proposed a similar "solution" to the same problem. They propose taking all home economics courses out of the mandated requirements for the middle schools, junior and senior high schools, allowing each school to decide whether home economics fulfills any need even as an elective subject. Most of the subject matter of home economics is in the proposed required curriculum, all right. But each school would decide for itself how and by whom the content would be taught. What is publicly recognized as home economics in the schools influences where the fences are put up in people's minds.

The second reason why people don't know much home economics is that we are women. And both men and women believe that women are not important. You could call this a prejudice because this basic belief is both irrational and influential. There are examples all over the place. I can give you two. A couple of years ago I heard a sociologist report a research study she was doing on housing. She was especially interested in the relationship between women's double work load (domestic and paid jobs) and their housing preferences. She quoted a number of authorities, none of them home economists. I objected in public and then wrote to her to ask if she could explain why home economics seemed to be invisible to other scholars, even to other women scholars. In her answering letter are these words.

> I think in general, that liberal arts academics tend to look down or ignore the applied scholars and practitioners, whether these practitioners are in home economics, social work, education or similar fields. In addition, it is of more than passing interest that practitioners in these fields are likely to be women. The interesting question is whether women are channelled into low-status fields or whether, when women dominate any field, its status decreases. A related question concerns the typical clients practitioners serve. Home economics and social workers deal mainly with women (in the case of social workers they are often minority women or poor women) and educators deal with children. It seems that the status of the profession reflects the status of the clients.
>
> One way to answer the question whether the field is low-status because women work in it or whether women are encouraged to work in it because of its low status is to examine the early history of women-dominated professions. That may be why the books you recommend and the ones I've found are written by historians or by sociologists with a historical perspective. They seem to agree that brilliant, talented women like Florence Nightingale, Jane Addams, Catherine Beecher of the upper middle classes in the late 1800's and early 1900's carved out new professions and that these professions became segregated women's fields within 20 or 30 years after their inception. As they became segregated their status dropped or their functions become subordinate to corporate requirements in a rapidly industrializing and bureaucratizing economy.
>
> . . . I agree with you that sociologists have a lot to learn from those in other fields who have looked into these matters of housework, paid work and women's needs well before our profession took them up. Thanks for your letter . . .[5]

Another example I can cite is the excellent book by Carl Degler, *At Odds: Women and the Family in America from the Revolution to the Present.*[6] He is an historian from Stanford. He has a chapter on immigrant family life but does not refer to Caroline Hunt's amazingly detailed study on Italians in Chicago in the 1890's.[7] He discusses the use of time for

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[5]Mae G. Banner, personal letter.

[6]Carl N. Degler, *At Odds: Women and the Family in America from the Revolution to the Present* (New York: Oxford University Press, 1980).

[7]Caroline Hunt with Carroll D. Wright, *The Italians in Chicago: A Social and Economic Study,* Ninth Special Report, U.S. Commissioner of Labor, 1897.

homemaking tasks and does not refer to Katie Walker's research.[8] He will probably never see Margaret Sanik's follow-up in the December *Home Economics Research Journal.*[9] He discusses the women's movement, the education of women in colleges, homes as centers for domesticity and indviduality in women, but except for one back-handed comment he does not mention home economics. It is, nevertheless, a fine book. I recommend it. But Professor Degler has a blind spot. Because we are women? Because we are in a low-status field and profession? Because both are true of us?

A third reason why people don't know what home economics is is that we home economists are so meek. Take the Degler case. I wrote a long letter to him, commenting on his omissions. But alas, it was only jotted down on the back of an old envelope; it was never sent. And I am one of the least meek of our group. We don't push; we don't shove. We lie down and wait to be stroked like a sweet pussy cat. We don't know how to get our books reviewed in the New York Times.

A fourth reason that people don't know what home economics is is that it is so many different things. We have so many specializations. Margaret McCullough wrote in the December *AHEA Action:*

> There is a rapid trend toward our students graduating with majors in one of the subject matter areas. Twenty-five years ago approximately three-fourths of our undergraduates were education majors with a generalist approach across the subject matter areas. Today the statistics are reversed with three-fourths of our undergraduates majoring in a subject matter.[10]

These specialists are known by their specialty. For example, this note about the author of an article on "cooking conservatively" in the recent *Exxon Magazine:*

> A registered dietitian, Nancy K. Joy, has a background that includes 12 years of institutional food management, ten years as food editor of the Boston Herald, and authorship of articles on food and cooking for the Christian Science Monitor.[11]

Now there's no special reason why Ms. Joy should claim to be a home economist; she's a special kind of home economist, a dietitian. There are times, though, when I get irritated by specialist titles. There was one person who got all three degrees, B.S., M.S., Ph.D., in home economics with a graduate focus on family economics. She rejected the title home economist and labeled herself a "behavioral economist". I think that by rejecting the title she was showing herself ashamed to be a home economist, showing to the public her own personal insecurity. It's possible to have some sympathy for her. It must be sad to feel oneself labeled in a way that is embarrassing. But the problem is internal. If I'm doing a great job, I don't feel inferior no matter my label. If I like my work and believe it is important, I'm proud.

Dr. Joyce Brothers was graduated from the home economics program at Cornell. She went on to specialize as a clinical psychologist and one can't expect her to call herself a home economist. She does not reject her undergraduate years though; she doesn't feel tainted. Yet who of the public gives any credit (or blame) to home economics when they hear or read her advice?

As a sociologist, Cebotarev, observes about our field

> Home economics programs today generally fail to instill their graduates with a sense of identity or to project a well-defined public image, both of which are indispensible . . . It is this regrettable situation which leads to the lack of political support for and to the questioning of the value and place of home economics in national educational and developmental efforts.[12]

This state of affairs can be changed. There are some great people in home economics. Some of them are doing important things. Each of us can learn how to make our efforts show up to the public outside our field. There's a good set of suggestions to teachers in the last *Journal of Home Economics* written by Shirley Lindsey.[13] *Illinois Teacher* always has good ideas. Elizabeth Simpson has just completed a study called *Educating for the Future in Family Life.*[14] There's an excellent piece of advice for home economists in business in the winter issue of the *Journal of Consumer Affairs.*[15]

Home economics as it exists today is the result in people's minds of what home economists have done over the years. It's the result of the actions of all the home economists, the professors, the dietitians, the HEIBs, the extension home economists, as well as the teachers. What home economics will be in the future will depend on what people think it is, and that image will be created by what home economists are doing today and will do in the near future. My hope is that home economists will think a lot about what they have done and use the insights to shape their future action.

I still believe that home economics could be an important force in the world.

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[8]Katherine E. Walker and M.E. Woods, *Time Use: A Measure of Household Production of Family Goods and Services* (Washington D.C.: Center for the Family, American Home Economics Association, 1976).

[9]Margaret Mietus Sanik, "Division of Household Work: A Decade Comparison 1967-1977," *Home Economics Research Journal,* Volume 10, No. 2 (December 1981).

[10]Margaret McCullough, "Consider: Enrollment Trends and the Association, *AHEA Action* (December 1981).

[11]Nancy K. Joy, "Cooking Conservatively," *Exxon, U.S.A.* (Fourth Quarter, 1981).

[12]E.A. Cebotarev, "Home Economics and Other 'Helping' Professions," *New Trends in Home Economics,* Hutchinson (editor), (Paris, France: UNESCO, 1979).

[13]Shirley Lindsey, "Commentary," *Journal of Home Economics* (Spring 1982).

[14]Elizableth J. Simpson, *Educating for the Future in Family Life* (Columbus, Ohio: The National Center for Research in Vocational Education, 1981).

[15]Claes Fornell, "Increasing the Organizational Influence of Corporate Consumer Affairs Departments," *The Journal of Consumer Affairs* (Winter 1981).

Working with the grain causes people as well as fabric to respond more easily.

Focus on Self Concept in the Home Economics Classroom

Joanna Kister
State Supervisor
Vocational Home Economics
Ohio Department of Education

Scenarios of the world of the future vary dramatically depending upon which futurist is predicting. The home of the future will be "a filling station for people's needs, a place where parents and children can come and go and have their wants met, without having to depend so much on each other" is one dire prediction at the extreme of a continuum of possible futures. Quality of life in this scenario is dependent upon technological progress—home computers, robots, plastic houses. At the other end of the continuum are futurists who predict a reversal in the trends of materialism. Human values take precedence over material ones.

Legislation directs the profession of home economics to respond to pressing social problems. These problems can be viewed from the above two perspectives. Problems of feeding the world, energy, ecology, pollution, and population may be viewed technologically—how do we solve them? At a more fundamental level are value questions—what should we do about them?

In an era of "back to basics," it is not always popular to speak of "humanistic education." Those associated with the concept are often labeled "tender-minded." Yet evidence points to the real problems of the future as *human* problems. When the technological perspective dominates, education is based upon equipping students with skills to deal with "things." Human problems, however, connote a need for understanding self and connecting or relating to others.

A student views him/herself in school as teachers and other students see him/her. School experiences contribute greatly to one's self concept. Teachers, counselors, and administrators bear ultimate responsibility for whether the effects of schooling are positive or negative.

In Ohio, the Impact Home Economics program is designed to assist junior high/middle school youth who have identified problems relating to self concept. In the context of this program, self-concept is viewed in two ways: (1) as a unit of study (see *Impact Home Economics* Curriculum Guide[1]) and (2) as a way of teaching.

Teaching strategies in *Impact* are directed toward clarifying values; assessing one's strengths; communication, decision-making, and interpersonal relationship skills; and concern and responsibility to others. Inservice programs for teachers aim at assisting them to enhance self concept of students. We can do that by:

1. Avoiding humiliation. "If I've told you once, I've told you a hundred times. Where were you when I gave the assignment—sleeping?" This is clearly destructive.
2. Providing success experiences. How does a child feel when ripping the sewing project for the fifth time? Realistic projects make kids feel good. So does displaying their work and sharing it with parents.
3. Making evaluation a positive happening. We can count the number of right answers instead of wrong, and find alternatives to the red pencil.
4. Communicating positively. We can understand that anything we do or say, verbally or nonverbally, could significantly affect a student's attitude about self—for better or worse. Often in dealing with discipline problems, we raise the roof when we need only raise our eyebrows.
5. Considering the meanings which students give to people, places, events, and things. We can deal with what the subject matter means to different students, e.g., thinking about how dinnertime is perceived by children from different homes.
6. Accepting each child as a unique person. We can understand that teacher behavior which is distant, cold, and rejecting is far less likely to enhance self concept *and* learning than behavior which is warm and accepting.
7. Accepting student's contributions without judgment. Carl Rogers talks about unconditional regard—that you accept the feelings and thoughts of others. In the *Impact Home Economics* curriculum guide are many activities for which there are no right or wrong answers.
8. Maintaining a positive attitude in your classroom. We can believe in the students' ability to succeed. Teachers' expectations affect achievement.

One student epitomized *Impact Home Economics* in this note to the teacher: "I hope you keep on with Impact so you can help other kids with their minds and show that there is some value in every person." Learning must connect with the self. In home economics, we have tremendous potential to help students find personal meaning in their lives.

[1] *Impact Home Economics*. Instructional Materials Lab, Ohio State University, 1885 Neil Ave., Room 1122, Columbus, Ohio 43210. Order Code HEI. $15 plus $1.25 postage. (Ohio residents add 5½% sales tax.) Check, payable to Instructional Materials Lab, or official purchase order may be enclosed.

SUGGESTION FOR FURTHER READING

J. Canfield and H. Wells, *100 Ways to Enhance Self Concept in the Classroom* (Englewood Cliffs: Prentice Hall, 1970).

R. Hawley and I. Hawley, *Human Values in the Classroom* (New York: Hart Publishing, 1975).

W. Purkey, *Self Concept and School Achievement* (Englewood Cliffs: Prentice Hall, 1970).

ENHANCING LEARNING IN THE CLASSROOM:
Using Informal Debates

Marilyn Martin Rossmann
Assistant Professor
University of Minnesota
Home Economics Education
St. Paul, Minnesota

Learning can be stimulating and fun. One of the exciting aspects of teaching is designing each student's experiences so that the student is motivated to learn. When the experience also promotes the student's retention of knowledge and enhances the ability to apply a way of thinking to new situations, teaching-learning is satisfying for all.

Students are, however, voicing the complaint that some classes are tedious. When pressed for an explanation, the student's discontent may be expressed in terms of "too many worksheets," "dull lectures," "no variety," or "we're tired of the same old thing." While some of the criticism may be dismissed as typical adolescent behavior, attention should be paid to the use of a variety of teaching techniques to spark interest in learning.

Teaching techniques (strategies, methods, or learning experiences) are the teacher's means of involving students in learning. Home economics content lends itself to different approaches such as laboratories, discussion and field trips. New techniques to include in a teacher's repertoire are useful, especially if the technique gives students an exciting opportunity to learn a new concept, to interact cooperatively with other students, and to develop a way of thinking which can be transferred to other settings.

The technique proposed here, the informal debate, is easily adapted to all home economics areas and may be incorporated into classrooms for all ages. It differs from a formal debate. The emphasis is on partner cooperation rather than competition. The teacher's development time is minimal. The technique calls for a list of debatable issues, with two students assigned to each. The issues which are the most successful are written in the positive form and clearly have two sides such as "All beverages should be marketed in returnable-for-deposit bottles."

The directions for this technique are:

1. The teacher assigns partners, gives them an issue and identifies which partner is number one and which is number two.
2. The partners are given a short time (5–10 minutes) to help each other examine the issue and to prepare a given number of "arguments" for each side of the issue. Some topics may require more time to prepare answers, but, in general, the technique is not intended to be a research project.
3. Brief presentations are given to the entire class with partner number one speaking 1 to 2 minutes *for* the issue and partner two speaking a similar amount of time *against* it.

Informal debates have several advantages. The technique encourages students to learn cooperatively. The thought process of examining both sides of a particular issue is transferable to other settings, and may result in better future decisions for the individuals involved. The important topics in an area are presented in an interesting manner involving the students in their own learning. Students are given valuable experience in verbal expression without the pressure of a formal report or the fear of failure. Everyone in the class speaks, if only briefly, giving the teacher an opportunity to hear from each student. The timing for use of the informal debate is flexible. It may be used as a pre-session device to determine student's knowledge level, or as a post-test. Evaluation could be based on the quality and quantity of the arguments as well as the oral presentation. The entire class could contribute additional considerations for each issue. The "listeners" could also analyze the arguments to determine whether each is of equal importance or whether some are of overriding importance.

One disadvantage of informal debates may be students' uncertainty of how to begin. The teacher could give an example of an issue and illustrate two sides of the topic, to assist students in getting started. For example, the teacher could present the following topic: "Persons should be encouraged to purchase enough clothes to reduce the need for frequent laundering."

Arguments for: (1) Water may be a scarce resource and should be conserved by washing full machine loads. (2) It is a more efficient use of time to wash larger loads infrequently. (3) Cost for laundry supplies are less when full loads are washed. (4) Some people feel better about themselves when they have many clothes.

Arguments against: (1) Clothes are made of scarce resources, too, and we should use as few as possible. (2) Planning an adequate wardrobe of few items can make some people feel a sense of accomplishment. (3) Clothes are an expensive investment many families cannot afford. (4) It is possible to save water and laundry supplies by hand washing some items in the bathroom basin.

Developing the issues of the informal debates may take teacher time. Issue statements for several areas are included in this article. Issues on other topics may be easily developed with two cautionary notes: (1) The issues must have two sides; e.g., "Everyone needs nutritious food," is not an issue and not debatable; and (2) the issue must be stated in the positive form; e.g., the negative statement, "Additives should not be combined with food," is confusing to students when the negative side is considered since it then becomes a double negative.

ILLUSTRATIONS OF ISSUES FOR INFORMAL HOME ECONOMICS DEBATES

Personal Development/Family Relations

1. Remaining single for one's entire life is a desirable lifestyle.
2. Young people expect too much of marriage.
3. A couple should be able to get a divorce simply because they want one.
4. Standards for judging a date should be the same as those for selecting a mate.
5. The wife has to be more willing and able to adapt in a marriage than the husband.
6. Communication skills are easy to learn and to apply.
7. Keeping a family together at all cost for the sake of the children is preferable to divorce.

Consumer Education

1. Reading advertisements is a good way to be informed.
2. Anti-pollution devices should be encouraged even though they increase the price of a product.
3. Most personal and social problems could be solved if enough money were available.
4. The main purpose of a budget is to save money.

5. Credit is too easily available.
6. Parents should give no-strings-attached allowances to their children.
7. Ordering items by mail is a better way to buy than shopping in a store.

Foods and Nutrition

1. Snacks contribute to a person's daily food requirements.
2. Nurtrition labeling on packages is useful only for dietitians and doctors.
3. "Natural," "organic" and "health" foods are safer, more nutritious, and better for you.
4. Television advertisements of the "ideal" male and female body shape lead to poor health habits.

Housing

1. A home is only for shelter and protection.
2. In an ideal family home, each child has a separate bedroom.
3. Mobile homes are only for people who move a lot.
4. Home ownership is a practicing goal for all families.
5. Apartments are suitable for individual single persons and childless couples but families with children should be in a detached dwelling.
6. An air-conditioning system is an important characteristic of a dwelling.
7. Older persons should be encouraged to continue living in their own homes.

Child Development and Parent Education

1. A woman should not be employed outside the home if she has children under 3 years of age.
2. Books are the best source of guidelines for raising children.
3. Sexist behavior learned at home should be changed by teachers in order to give children freedom to be what they want to be.
4. Early childhood trauma such as the loss of a parent, lack of love, or family tension may result in a troubled adult.
5. Annoying behavior in young children should be ignored because it will go away.
6. The hours a child watches television are wasted hours.
7. Parents should ignore their own needs to help their children to be happy.

Textiles and Clothing

1. Wearing fad clothing contributes to a teenager's popularity.
2. Clothes are worn only as protection for the body.
3. Because of mass production and competition among companies, there are too many clothing choices available to customers.
4. Out-of-date clothes should be renovated, re-cycled and worn again.
5. We are more influenced by the fashions on glamorous models than we are by the clothes worn by persons we meet face-to-face.
6. When they have less money to spend, people will stop buying "brand name" products and shop for bargains.
7. Home-made clothing is a good substitute for ready-made clothing.

These informal debates have been "field tested" and approved by students. One young man said, "Anything that gets me involved makes school more interesting. I learn more that way, too!" Surely there's no debate about a teacher's goal to make students' learning stimulating and interesting.

Have you read *The Aquarian Conspiracy: Personal and Social Transformation in the 1980's*, by Marilyn Ferguson, a 1980 publication of J.P. Tarcher, Inc., Los Angeles?

AGING: A Need for Sensitivity

Vicki L. Schmall
Extension Gerontology Specialist
Oregon State University

"I have no idea what elderly people do when they are old. My Grandma drives the car a lot. My Grandpa looks at TV a lot, but I don't know anymore about old people."

"Most elderly people are sick and need others to help them."

"To me being old means poor health and living in a nursing home."

Statements such as these about the aged are not uncommon among students. Research has shown that many young people have limited knowledge about the aging process and the already old. Common myths and prejudices are:

- Old people can't learn new things.
- Most old people are grouchy, sick, and crippled.
- Most aged live in nursing homes.
- The elderly don't like young people.
- Old people are not interested in or capable of sexual activity.
- People become senile in the later years.

Seefeldt (1977) reports that children of preschool age hold predominantly negative attitudes toward aging and do not want to grow old. Attitudes often become fixed and relatively difficult to change by the age of nine or ten (Atwood, 1976).

Why the Stereotypes?

Many young people have limited contact with older adults. For many elementary and secondary level students, contact with grandparents are in their 40's, 50's, or early 60's. The increased mobility of families and decline of the extended family have further reduced opportunities for the young to interact with elderly family members. Contact with older adults outside the family also is often limited. For example, a University of Maryland study of 180 children found that only 39 children could name an old person outside of the family unit (Serock et al., 1977).

When direct contact with older people is limited, a student's perception of aging and the personal characteristics of older people is likely to be narrow. For example, if a student's primary contact has been with older people in poor health, or with an older neighbor who is constantly irritable and complaining, or with a grandparent who travels constantly and lavishes gifts, the student may attribute the characteristics of one or two older people to all aged individuals.

Some students have had only the mass media as a primary contact with the aged. Although many recent television programs have portrayed older people more positively, Bragger (1976) reported that in general, television images of the old are overwhelmingly negative, comical, or idiotic. Television advertisements most often present stereotyped images of older adults; depicting them as hard of hearing, meddlers, grandfatherly authority figures, symbols of tradition—claiming products to be of the same quality as in the "good old days," or sufferers in need of laxatives, denture adhesives, or sleeping pills (Abrams, 1981). Older people are rarely shown as ordinary consumers. Abrams (1981, p. 25) stated:

> Beauty, in the eye of the TV commercial, is almost always associated with youth. Hair care ads talk about hiding gray hair; soap and lotion ads stress younger skin. And according to most ads, fun and vigorous leisure activity belong solely to the young. Although older people frequently travel extensively, for example, they're depicted infrequently in travel commercials.

The stereotyped portrayal of the elderly also appears in chldren's literature at the most basic level. Researchers at the University of Maryland Center on Aging found in their survey of 700 books for three to nine-year-olds that very few books portrayed older people in a credible way: the cumulative stereotype of the elderly was "noncreative and boring" (Ansello, 1977).

Importance of Education

Education about the aging process and older people contributes to healthy aging, sensitivity toward older adults, and an understanding of the adjustments in later life. According to the National Old People's Welfare Council in London "only as the young learn to adjust to their own aging will they be able to treat the elderly with respect. The social and personal problems of the aged will be diminished in direct proportion to the amount of involvement today's young people have with their own aging and the elderly" (Serock, 1977, p. 3).

As a population we are growing older. The 65-and-older population is the fastest growing age group in the United States. Today one person in eleven is 65 years of age or older. Seventy-five years ago only one person in 25 was in this age category. Given increasing medical advances and a decreasing birth rate, the elderly could comprise over 16 percent of the population by the year 2000 (Butler, 1976). Life expectancy has increased; a male born today can expect to live to 69 years; a female, 77 years. In 1900, life expectancy was 47 years. A person reaching 65 today can expect to live approximately 17 more years. Thus, young people today are more likely to live to age 65 and beyond than previous generations and to be members of four and five generation families. In some families, the two oldest generations may be over age 65.

Editor's note: You may find here some ideas that will change some of your class and F.H.A. activities. See especially pages 26–27.

What Schools Can Do

Schools are in a unique position to educate students about the aging process and to influence their attitudes. However, education has rarely gone beyond preparing students for young adulthood, college, and employment. Yet, with relatively little effort, schools can increase awareness and sensitivity of students to the needs of older adults and prepare students for their own aging.

Aging concepts can be integrated into many existing areas of instruction. Home economics, particularly family relationship courses, are excellent vehicles for discussing aging. Nutritional needs of older people, environmental considerations in designing housing for the elderly, and marital and familial changes and adjustments in the later years can be included in appropriate sections of home economics courses. Such knowledge can increase student understanding of the changes older family members experience and enhance relationships between the generations.

Guidelines

Teachers need to be knowledgeable about the aging process and aware of their own attitudes. Some teachers may have to face their own fears and/or biases about aging. For example, how often does one say "I am too old for that," or when asked one's age, respond with a younger age than one is in reality? Such responses can give a negative message about aging to young people. The teacher needs to ask him/herself:

- What are my attitudes about older people?
- How do I feel about my own aging?
- What factors and experiences have influenced my perceptions of the elderly?
- What does my behavior say to young people about aging?

Because each student's experiences with older people will be unique, a program of instruction must begin with an inventory of student knowledge and attitudes about aging and the elderly. An opportunity to express both positive and negative experiences will help students identify why they feel as they do about older people. This discussion can serve as a basis for the teacher to determine the learning experiences that will be most beneficial for students.

We and our students can examine and analyze materials in the school—books and audiovisual materials—for their portrayal of aging and the elderly. Do they present realistic models of older people? Are older adults presented in sterotypical ways? If the school has a preschool program, students can examine the children's books for their presentation of older people. Many primary books present old people as objects of misfortune and pity (Ansello, 1977; Jacobs, 1975).

Instructors can alert students to the manner in which the elderly are presented in the mass media. A 1975 study at the University of Minnesota found that of all prime time roles, seven out of 464 roles (only 1.5%) were persons who appeared to be 65 or older. These seven persons were feeble, in poor health, and/or dependent on families. Older women were depicted as gossips (Davis, 1976).

Activities that develop an understanding of the problems, benefits, and implications of growing old and introduce students to the contributions older people have made to society and the community provide a broad perspective of aging. Physical changes associated with aging are disturbing to many young people. It is important, therefore, to emphasize that although age brings physical changes, many older adults continue to be mentally, socially, and physically active.

Direct contact with older people is one of the most effective ways for young people to discover that aging can be a positive process and that diversity rather than similarity is more characteristic of the older population. Intergenerational contact can have a dramatic impact on student attitudes and can be mutually beneficial for young and old. Margaret Mead (1974, p. 247) stated: "Older persons' minds are kept fresh by encountering the changing and growing minds of the young, and the minds of the young are tempered by the process."

Developing Intergenerational Programs

There are three points to consider in developing an intergenerational program. First, students should have contact with a variety of older people in diverse roles and settings, both in and outside of the classroom. Research shows that people who have direct contact with different older people are generally less negative in their attitudes than those with more limited experience (Brubaker, 1976).

Students learn through varied associations to question stereotypes about aging. They begin to understand that age alone is not an adequate explanation for a person's behavior. They see how life-long personality and social circumstances impact on older people. After visiting with several older people and discussing aging, one student remarked, "Maybe the old woman who lives next door to me is grouchy because she hurts somewhere or doesn't have the money for her bills. Or maybe she always has been grouchy. I had thought all old people were grouchy because they don't like kids."

Second, it is often better to avoid a nursing home as the first contact students have with older people. The nursing home population is less than five percent of the elderly. Therefore, focusing on this segment may give a distorted view of the aged and only serve to reinforce students' stereotypes. Two studies (Rosencranz and McNevin, 1970; Weinsburg, 1974) found that contact with institutionalized aged had a consistently negative effect on attitudes. On the other hand, contact with healthy aged seemed to improve attitudes (Bennett, 1976).

Third, we can plan activities which are not heavily oriented to students "doing for" older people. Activities that provide opportunities for old people to share their knowledge and skills better demonstrate that many older adults are mentally, socially, and physically active and are contributing to society. This type of activity is also an excellent opportunity for the young and old to interact with a common interest. If students view older people only in passive roles, that stereotype is reinforced.

Intereaction between young and old can occur in many ways. Some schools involve older adults in the classroom on a regular basis. Older people can expand student learning experiences, provide a one-to-one relationship for students who need additional assistance, and share their expertise on specific subjects.

In most communities a number of resources exist for recruiting older adults. These include senior citizen centers, the Foster Grandparent Program, the Retired Senior Volunteer Program, American Association of Retired Persons, and the National Association of Retired Teachers. (The latter two are now merging.) An orientation program is suggested for older classroom volunteers. A discussion of the role of the volunteer, the philosophy of the teacher, problems which

(continued on page 28)

A "True - False" questionnaire given at the beginning of a unit on aging can help to identify the attitudes and knowledge students have about aging. And, it can stimulate discussion.

AGING: MYTH OR REALITY?

Directions: Circle "T" if you believe the statement is generally true; "F" if you believe it is generally false.

T F 1. Most older people eventually become senile.

T F 2. Less than 5 percent of people 65 years of age and older live in nursing homes.

T F 3. Most old people are neglected by their families.

T F 4. Old age can be a healthy and satisfying time of life.

T F 5. Old people can learn new things.

T F 6. Retirement reduces most people's incomes by 50 percent or more.

T F 7. Old people are interested in the opposite sex.

T F 8. Most people become lonely and isolated as they grow older.

T F 9. Most women over 65 are widows and most men over 65 are married.

T F 10. Most older people eventually become a financial burden on their children.

T F 11. Old people generally fear death.

T F 12. Most older people are able to get around on their own.

T F 13. Social Security provides most older people with a confortable income.

T F 14. Health status tends to improve upon retirement.

T F 15. Old age changes the personality of people.

T F 16. Most old people resent young people.

T F 17. Old people usually want to live with their children.

T F 18. Confusion, forgetfulness, and depression are a normal part of growing old.

1. False	7. True	13. False
2. True	8. False	14. True
3. False	9. True	15. False
4. True	10. False	16. False
5. True	11. False	17. False
6. True	12. True	18. False

might be encountered, and suggestions for working with students will help the volunteer to feel more comfortable and to be more effective in the classroom.

Students and teachers can also benefit from an orientation program. For example, examining the social milieu in which older adults were reared can result in greater understanding of the differences and similarities in attitudes, values, and experiences of the different generations. It may also help to explain the reasons for intergenerational conflict. A discussion of the changes that occur with age and the implications of these changes for communicating with the elderly can enhance interaction. For example, many older people have a significant hearing loss. By understanding hearing loss and developing skills for communicating with the hearing impaired, interaction will be more positive. Teachers also need to be sensitized to the capabilities and limitations of older people. Fears about the elderly getting sick or even dying while at the school need to be discussed and dispelled.

Volunteer experiences with elderly in the community either on a one-to-one basis or in a group setting can also be arranged. Students can interview older people, serve as friendly visitors, or assist with household chores, shopping, or food preparation. Volunteer opportunities for older students are often available at senior centers, nutrition sites for the elderly, housing projects, and long-term care facilities. Students may be able to identify an older person in their neighborhood or family with whom they can spend time or who needs assistance. For example, two 14-year-old students stay with an 80-year-old invalid woman during afternoons and evenings when her family is away from home.

Summary

The positive impact of teaching about aging is best exemplified by the comments of students following instruction. A third grader wrote: "Old people do a lot of things. They have fun, too. Sometimes they are sick and need help. I need help when I am sick." A seventh grader stated ". . . older people are neat. Before, I thought old people spent most of their time in nursing homes or hospitals. I learned that all old people are not alike." A high school student wrote: "Interviewing Mr. ____ was really a rewarding experience. I was surprised to learn about everything he still does at 84. He taught me that life when I am old depends on what I do with my life now and in the future."

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Surprise!

Another recognition for Home Economics:

In the May 1982 ASCD Update, reporting on the 37th Annual Conference of the Association for Supervision and Curriculum Development with the theme "Leadership in Educating for a New Century," one speaker said:

> "Home Economics may be today's most potentially important content as students learn about human relations, child care and nutrition."

Don Glines, Director
Educational Future Projects
Sacramento, California

(Congratulations to someone who taught him that in home economics "stitching and stewing is not all we're doing.")

Mr. Glines also said that "the electronic revolution will make possible the replacement of today's school with 'experience centers': The marketplace, the museum, the home . . . . American education is obsolete in preparing students for a society that no longer exists. As adults, today's kindergarten children will work a 3 day week, retire at age 50, and live 125 years . . . . The key to curriculum in the future will be teaching of human interaction and attitudes."

THE FAMILY LIFELINE—An Aid for Family Life Planning*

Susan F. Weis
Associate Professor
Home Economics Education
The Pennsylvania State University

The American woman and man today is likely to be a member of the paid labor force (Women's Bureau, 1980) as well as the unpaid labor force extant as the "grants economy" (Boulding, 1972), or the "invisible work force" (Gage, 1979) of household production. The daily challenges in managing demands of employment, home, and family provide a rich ground for study of the resourcefulness, courage, and endurance of these adults.

Gradually, one is finding greater societal support for lifestyles which span the domains of workplace and household. It becomes an easier existence when a network of colleagues, friends, and family are sympathetic to and informed about the realities of one's blended lifestyle. Popular media, magazines, books, and supportive community services are becoming more attuned to these realities, providing advice, helpful ideas, and encouragement to balance lifestyles for greater social, mental, and physical sustenance.

The working parent in the 1980's—male or female—is finding a renewed validation of the parent role which is more consonant with the employee role than in previous years. This achievement may be attributable to the successes of the women's rights movement, and to events which have focused attention on the importance of the quality of life in the family, such as the controversies surrounding legalized abortions, the White House Conferences on the Family, and activities and influences of home economists at local, state and national levels. Additionally, the rising interest in national day-care legislation, and increased attention to child and spouse abuse have a share in impacting public consciousness. The quality of life in homes and families is under greater scrutiny by adults who deliberate over behaviors and activities to conserve water, energy resources, and their inflation-riddled dollars.

Despite the gains made in achieving public attention to the quality of family life, some disturbing attitudes persist to distract from the gains. Newland (1979) observed that

> most societies are still carrying a heavy burden of outmoded notions about women. These notions fly in the face of facts that grow more conclusive day by day. The beliefs that nearly every woman can depend on a male provider, that most females are not economically active, that an employed woman takes a job away from a (male) provider, that it is a waste to educate a woman because a woman will not "use" her education—all persist as stereotypes or even as ideals, though the changed circumstances of people's lives have made them impractical and even dangerous. At best, such notions cloud people's understanding of themselves, their needs and their capabilities. At worst, they breed individual suffering and interfere with the achievement of collective goals (Newland, 1979, pp. 202-203).

She comments further that emerging social policies need to be carefully developed and calibrated by the individual to reflect the realities of adult lifestyles. If the multiple-role lifestyle is achieved by neglecting or short-changing household production and family care roles, Newland predicts that the nation will experience increasing dependence on public institutions to care for individuals now served by private care arrangements. The elderly, the infirm, the infant and preschooler, and the handicapped are among those affected. The invisible work of the non-market economy would become visible by default. If the multiple-role lifestyle is accomplished by over-burdening one spouse instead of a more equitable sharing of household work, subsequent strain will be evidenced by increasing divorce rates, mental and physical illnesses, and incidents of abusive behaviors within families. Therefore, adults in adjusting to a multi-role lifestyle need to attend to their roles as citizens by involving themselves in the policy-making systems at all levels of government.

Shortsightedness is a common problem in enacting one's constellation of roles in adulthood. It is far easier to focus on one's current dilemmas than to foresee future difficulties in managing a complicated lifestyle over time. One aid to family life planning is presented below. It is predicated on the concept of an intact family rather than a single individual devoid of spouse, offspring, aging parents, or other interdependencies —economic and otherwise. It involves drawing parallel lines to depict the life line of each family member against a line representing calendar years. Figure 1 illustrates one example.

Figure 1 shows a hypothetical family which formed with a marriage in 1960. The wife was 20 years old and the husband 22 at marriage. Their first child was born in 1962; their second arrived in 1964; and their third and fourth children in 1975, and 1977, respectively, after the wife's career was established. When child #1 enters college at age 18 in 1980, child #2 will be in the sophomore year of high school, child #3 will be starting elementary school, and child #4 will be requiring preschool care. Within five years, it is assumed that child #1 marries in 1985 and begins his/her own family. Child #2 will be in college or a job and is married in 1986. "The 'empty nest' trauma, as it is often called, is a precursor to another severe trauma, one much less noticed by sociologists; the trauma caused by death of the spouse's parents" (Boulding, 1979, p. 278). It is predictable that the wife or husband may lose one or both parents during their 50's and the family may have to accommodate an elderly, widowed parent during this time as wife and husband undergo midlife climacteric. Thus, the years 1990 to 2000 are predicted to be difficult in terms of financial needs; physical, emotional, and social changes; and demands for care of this family. Additionally, beginning in 1987, grandchildren are born, expanding the roles of the husband and wife within the family lifeline.

The progression of occupations of family members can be charted with expectations for promotions, retirements, and benefits predicted and noted. Long-range financial, estate, and retirement planning can be conducted with a clearer picture of the needs of familial dependencies. While it requires a laying-out of reasonable probabilities for significant events in the family, exact timing of these events cannot be foreseen.

*NOTE: The author acknowledges the inspiration for this idea as coming from Elise Boulding's work, "Family Wholeness: New Conceptions of Family Roles." *Working Women and Families.* Edited by Karen Wolk Feinstein. Beverly Hills, Calif.: Sage, 1979.

While developing one's family lifeline, one generally gains a greater appreciation of self, the life of the family, and the value of each day. Career and financial planning is facilitated and the future seems less unknown.

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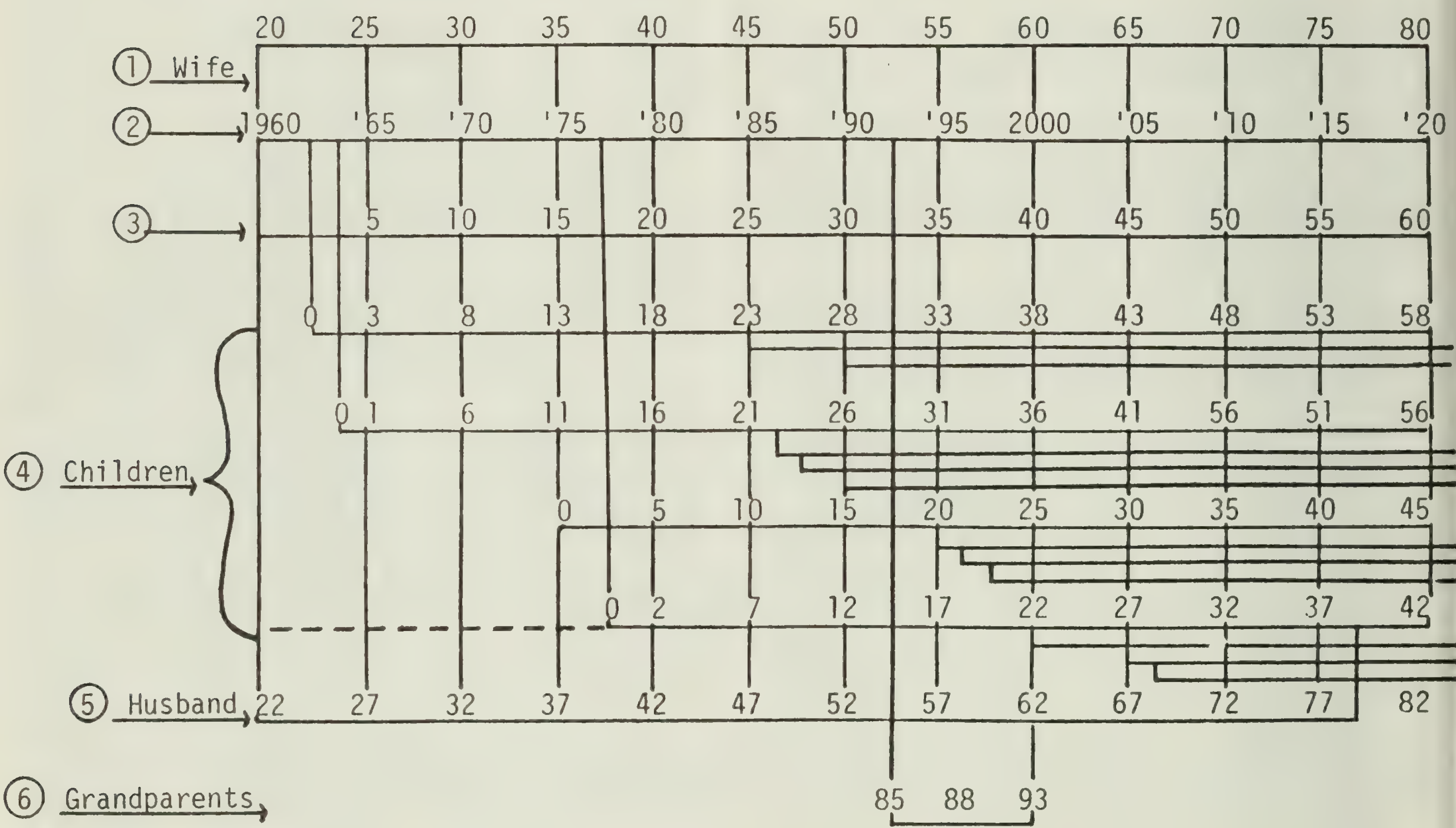


KEY

1—Wife's lifeline from marriage on. Numbers represent age in years at five-year intervals.
2—Calendar years in five-year intervals starting at year of marriage.
3—Age of family unit—"Anniversary years."
4—Offspring's lifelines from birth on. Numbers show ages at five-year intervals.
4a—Offspring's spouses added to family lifeline with their marriages.
4b—Offspring's children added to family lifeline.
5—Husband's lifeline from marriage on. Numbers show ages at five-year intervals.
6—Grandparent joins family after death of his/her spouse in 1992; lives to 2000.

Figure 1. An example of the family lifeline.

CINDERELLA MINUS THE PRINCE:
The Displaced Homemaker

Lynn K. O'Hern
Marriage and Family Therapist
in Private Practice

Frank R. Williams
Family Life Specialist
Cooperative Extension Service
University of Arizona
Tucson

Barbara grew up in a middle-income home being taught all her life that she would be the "best" wife and mother. At age 18 she married a promising young man who had two years of college yet to complete. She worked for two years until he obtained his first job. As was expected, she then quit working to begin their family. As she raised her four children, she concerned herself with nothing but her children and creating a comfortable home for her husband who was rapidly rising in his profession. At age 38, Barbara's children were all in school and her husband busy with work. She began volunteering for the local hospital, but her life was centered in her home and with her family. At 46 when her children were in their teens, her husband announced that he was leaving. He said he had been unhappy for years . . . , he had not felt comfortable in the marriage for a long time . . . , the kids were old enough now . . . , he had found someone else . . . , he needed to "find" himself . . . , he must re-evaluate his life . . . , he had known all along that it wouldn't work . . . , or possibly, that he simply didn't know why—but he must be alone!

For whatever reason more and more marriages are ending. Through death, divorce or separation, women are finding themselves faced with a future totally unexpected and foreign to them. Even for those women who find it impossible to remain in their marriages and choose to leave the security of their spouse, the future remains frightening and unreal. These women make up the ever-increasing number of displaced homemakers in our society.

Definition

A displaced homemaker is an individual who "has not worked in the labor force for a substantial number of years but has, during those years, worked in the home providing unpaid services to family members; has been dependent on the income of another family member but is no longer supported by that income; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment" (Department of Labor Definition). In late 1974, two women, Tish Sommers and Laurie Shields, began the first center in California for these women whom they called "displaced homemakers." For the past six years, women across the country have begun to identify the displaced homemakers, to advocate change in the society so that these women can be assisted, and to seek legislation for necessary funds to increase the services available to them.

PHASE Program

In the summer of 1978, a program to serve displaced homemakers was begun in Tucson, Arizona. The Project for Homemakers in Arizona Seeking Employment (PHASE) at the University of Arizona was funded by Vocational Education funds through the Sex Equity Coordinator's office of the Arizona Department of Education. The program was to provide counseling services, job search skills and job referral to displaced homemakers in Pima County, Arizona.

As more and more women began coming into the newly created program in that summer and fall, the same story was heard over and over. Each one had different facts and backgrounds, each carried her own degree of pain, but each woman had similar needs for survival, both psychological and financial.

As we began to refer women out into the community for information about training, advancement, college education or job placement, the reports we received repeatedly stated that the community and the necessary service agencies knew little about these women and how to assist them in their struggle. Even though our project was there to facilitate the new beginnings of the displaced homemakers, we soon realized that the community must also assist. Without the network of agencies to support her, the displaced homemaker could not make it on her own.

With this in mind, the decision was made to provide this awareness of the displaced homemaker's struggle to those who would be and were attempting to serve her. These services included mental health workers, job service counselors, physicians, lawyers, community college and University personnel, private employment agencies, personnel offices in government and business enterprises, clergy, and women's organizations, as well as a variety of other secondary services such as the public school systems, day care centers, and financial institutions.

A Simulation as an Awareness Tool

"Cinderella Minus the Prince" became a reality because of that decision. This simulation was begun by thinking about some of the women who had walked through the door of PHASE and their progress as they continued to walk through doors of many service agencies and individuals in the community on their way to finding the support and encouragement they needed. As educators, we were very aware of the value of experiential learning as oppsed to didactic lecture. We knew a participant who simulates the experience of a displaced homemaker would understand and feel the struggle much more deeply than through lecture only.

Even though the simulation "Cinderella Minus the Prince" takes less than 15 minutes, the game of life for these women becomes obvious to the participants. Each player takes the identity of one displaced homemaker and goes out into the make-believe community of "helpers" to find assistance. What they find, however, is what most people in need find: too little compassion, lots of red tape, unending lines, confusion, uncertainty, few answers, and little help. Almost every time the simulation is used, there are some participants who "give up," sit down and decide, "What's the use? I'll just go home and wait." We always wonder how many women are sitting at home, discouraged, broken and waiting!

Using the Simulation

What began as a simple simulation to assist persons in Pima county in their awareness of the displaced homemakers has

become a packaged awareness/simulation distributed around the country for use by any or all persons wishing to use it. The simulation is available through each state's Department of Education or Sex Equity Coordinator. Since its development, it has been used in a variety of settings:

I. COMMUNITY AWARENESS: In 1979/80, workshops around the state of Arizona were held to begin the process of forming networks in each community to assist in supporting the displaced homemakers. These workshops included participants from many of the agencies and services listed previously in this article. The day began with the simulation to increase the participant's awareness of the importance of a network of individuals and agencies. The remainder of the day focused on skill building and knowledge about the issues faced by displaced homemakers. The film "Who Remembers Mama" and the *New Beginnings* Manual[1] were used as teaching aids during the workshop.

II. PREVENTION:

a. The simulation has been used in many of the high schools and colleges in Arizona as a means of sharing the very real experiences of an unfamiliar segment of our community. Many of the issues that these women face, will also be faced by the young person right out of the educational system facing the job market for the first time. Many of the stereotypes and beliefs these women accepted when they were in high school and college are continually accepted now. The awareness of the possible outcome of those beliefs was of great impact to the young people forming their futures.

b. The simulation has also been used in the community with persons who work directly with women still "safe and secure" in their homes, such as church women's groups, homemaker clubs, extension service workshops and community women's organizations. The reality of what might happen to each woman participating, in the event of death or divorce of her spouse, becomes very real for them in their realization that they may not always be "safe and secure."

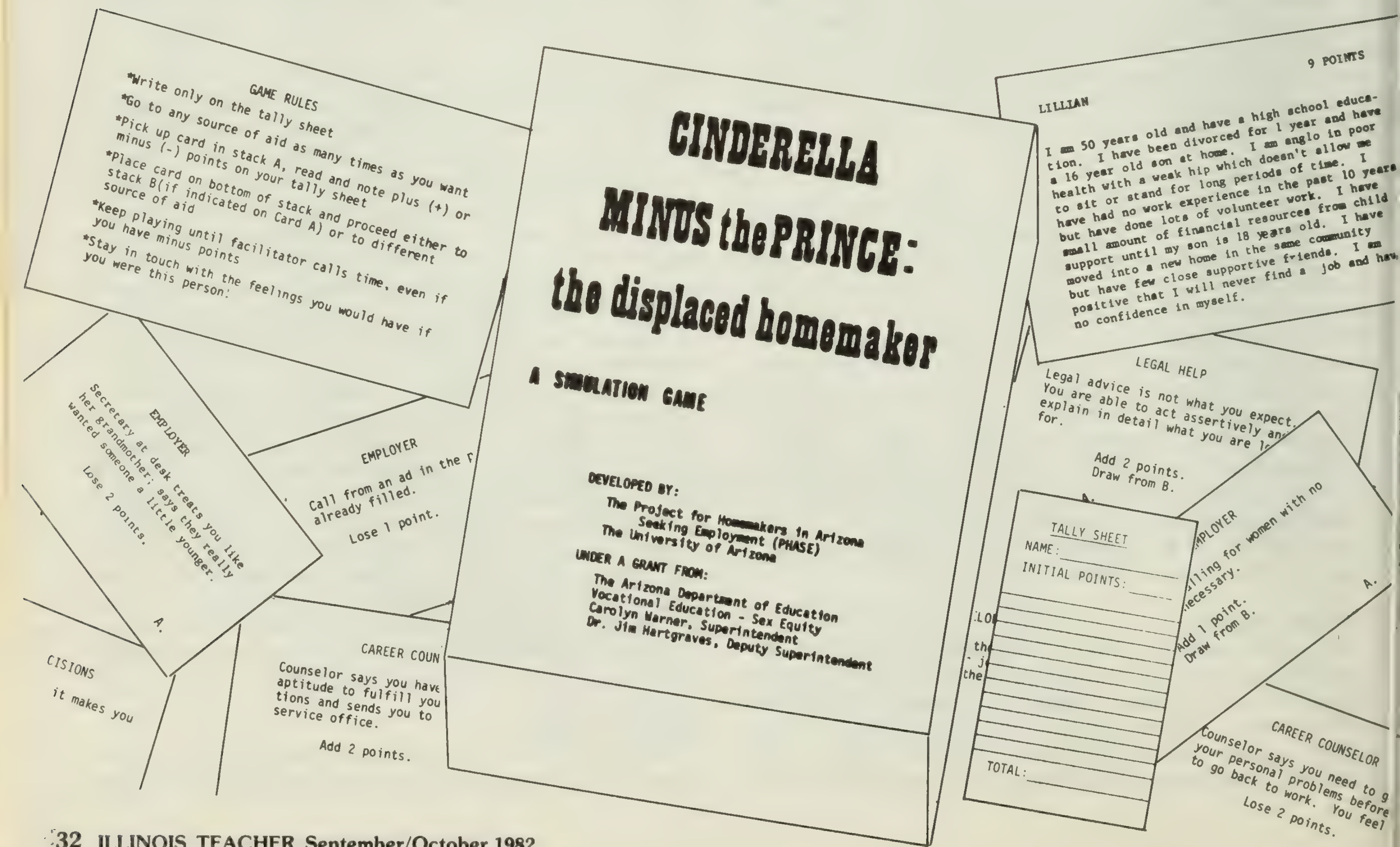
c. The simulation has also been used in a variety of service clubs, associations and community groups, both male and female, as a means of spreading further into the community the tragedy of so many lives.

III. NATIONWIDE: "Cinderella Minus the Prince" has now been used at many national workshops, conferences, organizations and seminars to increase the awareness of all persons, not just those working directly with displaced homemakers. The secondary benefit wherever the simulation is used is the tremendous awareness of a community network system, usually unavailable in most communities.

Conclusion

It seems the impact of what began as a simple tool to build awareness of the displaced homemaker in Pima County has moved to an awareness for the many systems within any community that attempts to assist any person in need. An awareness that hopefully now says that even if the service in the form of money, advice, jobs or training is being adequately provided, possibly not enough of what is most needed is available: networking, encouragement and support. "Cinderella Minus the Prince" is only a beginning! But a new beginning is what is most often needed for the many displaced homemakers in our society.

[1]"Who Remembers Mama?" is available in 16 mm. film or videotape cassette from Who Remembers Mama? 5215 Homer Street, Dallas, TX 75206. *New Beginnings* manual is available from the Sex Equity Specialist, Arizona Department of Education, 1535 W. Jefferson, Phoenix, AZ 85007.



Snippets to Use "Wasted" Time

Nanci J. Olgren
Home Economics Teacher
Novi Middle School, South
Novi, Michigan

What do I do with 5 to 10 minutes of left-over time at the end of my middle school periods? I present a snippet.

My snippets originated from 30-second informational presentations by our local television stations. The television snippet information is about health, food or perhaps the English language. It is short, to the point, and attracts the attention of young people. It centers on one focal point, gives necessary details to emphasize that point and then is off the air.

My students are familiar with television snippets and enjoy the concept of short, interesting presentations in the classroom. The snippets can be for fun, but are always worthwhile, factual material or demonstrations that blend into the material being studied in the classroom. A sample of some of my snippets are as follows:

(1) Let students compare a "health food" candy bar with a regular candy bar. Note the cost and weight of each, the number of calories and the amount of fats and sugars.
(2) Supply an empty box or wrapper from a food product that advertises by name a food that doesn't even appear in the food product. An example might be an applesauce cake mix that contains no apples. Discuss need for clear honest labels, labeling laws, etc.
(3) Launder one piece of wool carefully in warm water and another of the same size and shape in hot water with lots of rubbing. Measure the two later, after drying and show what happened. Similar demonstration is possible using bleach carelessly in washing colored fabric, or washing white with fabric that fades.
(4) Have on hand a swatch of material that has been stained with chocolate syrup. Drizzle syrup on a fresh swatch and have two students try to remove the stains to determine which stain can be more easily removed.
(5) Break open on a paper plate one fresh egg and one egg that has been out of the refrigerator for 2 weeks. Have students guess which egg is fresh and what grade and size each egg might be labeled.
(6) Read a newspaper clipping about child abuse and discuss. Relate to need to study child development and to learn to handle own emotions.
(7) Read a newspaper account of a murder or other crime within a family. Relate to need to study principles of family and human relationships.

Some snippets, e.g., 6 and 7 above, could be tape recorded in advance and presented as a broadcast item.

Storing the snippets for ready reference is not a problem since I have a notebook containing objectives and materials for each area of study and the snippets are included with each area.

EDITOR'S NOTE: Send us *your* snippets!

Foods and Nutrition—A Mini Unit for Grades 6–10[*]

The following is #1 in a five lesson unit to be presented in Illinois Teacher this year, in which five "cooking labs" are used to teach nutrition, use of labels, food safety, cooking skills and principles, meal planning, energy use, food buying, and weight control.

Each of the first four lessons features a different type of food, different preparation procedures, different nutrition information, etc. and suggests other foods to serve with it to make a balanced meal. Lesson #5 puts these four foods together into a meal and adds some principles of meal planning.

We begin with the ever popular hamburger (including the bread) and later we make a salad, cook a vegetable, and prepare a fruit dessert.

The unit is designed for junior high or beginning high school students. The "story" in each lesson and the material that follows can be photocopied for student use and should be read and discussed before the lab. The teacher can introduce additional information as appropriate for her/his group.

The general lesson format suggested is:

(1) Students read the "story" and accompanying material.

(2) Students take the True-False test as a learning experience and interest arouser, *not* as an evaluation.

(3) Teacher demonstrates and students prepare the food, and display and taste it.

(4) Discuss the whole procedure and go over the test, providing correct answers and explanations.

(5) Throughout all "steps", teacher adds comments, raises questions, emphasizes points, and keeps up interest. She/he can be guided by her/his own knowledge and experiences and by the "principles to be taught" included below.

Principles To Be Taught

1. Less tender meat can be tenderized by moist, low temperature cooking, by grinding, or by marinating in acid.
2. Labels contain information helpful to consumers.
3. Ground meat varies in percent of lean and fat, in cost, and in some cases in the addition of nutritious soy protein.
4. The temperature at which foods, especially meats, are stored, and the length of time stored, affect their keeping quality.
5. Factors involved in detecting spoilage in foods include odor, color, sliminess, and mold.
6. Sanitation affects the safety of foods served at home and in institutions.
7. The energy needed to cook food is affected by planning and by the cooking procedures used.
8. Factors involved in food choices include flavor, habit, social situations, convenience, availability, etc. as well as nutrition.
9. Nutritive value of bread is greatest in whole grain, less in enriched, and still less in unenriched white bread.
10. Seasonings added to foods affect safety, flavor, keeping qualities, and caloric values.
11. Sodium (including salt) intake affects hypertension.
12. Energy (caloric) value of food eaten and amount of exercise (or work) done affects weight maintenance.
13. Fat has more than twice as many calories per gram as protein and carbohydrates.
14. Animal fat contains cholesterol, but plant sources of fat have little or none.
15. Growing bodies require plenty of protein.
16. Activity (e.g. athletics) requires more energy (calories) but not more protein.
17. Certain combinations of plant protein foods are equal in biological value to animal protein food, such as meat.
18. Meat and bread contain needed nutrients but not all the nutrients needed by the body.
19. Home prepared foods usually cost less than those prepared elsewhere.
20. Most Americans eat more protein than their bodies actually need.
21. Time required to prepare food depends on skill, type of procedures used, equipment available, organization of kitchen, and the planning that precedes the preparation.

*Prepared by the editor.

I. Let's Cook Hamburgers

Mrs. X was preparing the evening meal when the phone rang. It was Jim, her 19 year old, who had recently decided to move to his own place. He liked being independent.

"Hey, Mom, do you think this hamburger I've had in the refrigerator since Saturday is still good? I forgot about it and cooked chicken the last two days."

You're right to think about that, Jim. Ground meat does spoil quickly, but probably not *that* quickly, if you had it in the coldest part of your refrigerator and the air could circulate around it. If it looks and smells all right and you don't see any strange colors or sliminess, I'd think it is safe. But I wouldn't wait any longer to cook it. What kind did you get this time?"

"I looked at all kinds and read the labels, like you said, and I found different percentages of lean and some with soy protein added. They were different prices, too. I got the 70% lean this time because it was on sale. I really can't taste the difference, though, when I get the kind with soy added. The ground round and ground chuck were higher than I wanted to pay."

"You're a good shopper, Jim. How are you going to cook it?"

"I don't like cleaning that broiler so I'm going to cook it in a skillet. I think you call that *pan*-broiling. I'll make 5 out of this pound of meat. I'll remember to have the heat low so it will be tender. I got in a hurry last time and turned the heat up too high. That hamburger reminded me of what you always say— High heat toughens meat. I found out it toughens eggs and other protein foods, too. I'll say my hamburger is done before you would because you like it well-done, but it will be cooked—no blood running out."

"You're right, Jim, that high heat toughens meat. And of course the grinding tenderizes hamburger, too. Meats that are not ground sometimes need marinating in an acid like tomato juice or barbeque sauce, or cooking in moisture to make them more tender. Are you adding any seasonings?"

"Not much this time. I like just plain *meat*. I'll put some pepper and a little salt. I've decided to cut back on the salt after what I've been hearing about hypertension. I don't want to be hyper!"

"Good for you. How's your weight now?"

"*Better* since I started walking to work. But I know hamburgers have a lot of calories. My chart says 360 in the meat in a quarter-pounder. I'm going to drain off the fat and that will help. And I won't put that tablespoon of mayonnaise on it this time. That will save another 100 calories. The bun only has 120 calories. I know fat has over twice the calories of starches and sugars and protein. And besides that, animal fat has cholesterol. I don't want to get in the habit of that. Vegetable fat usually has no cholesterol, but the calories are the same. Right?"

"Right again. And lettuce and tomatoes won't add many calories to your hamburger. What kind of buns did you get, Jim?"

"Enriched of course! It was right there on the label. I couldn't find any whole wheat buns, and I know they are better because of the trace elements they have, and the fiber. But I do buy whole wheat bread now. Gotta go, Mom. John is coming over to eat hamburgers with me and then we're going to play basketball. That's a fun way to use up calories."

"OK, Jim. Glad you called."

★ ★ ★ ★ ★

There's a lot to know about hamburgers! Jim knew sanitation was a part of a good hamburger so he kept his kitchen clean and didn't let his dog participate in his cooking processes. He washed his hands before he shaped his hamburgers.

He knew that different kinds of food required different amounts of energy—the fuel kind—to cook. And he was watching his utility bills since *he* had to pay them. While the burner was hot, he cooked some broccoli from his garden, and it was ready by the time he got the hamburger in the buns. The canned fruit and store cookies he had for dessert took no energy at all in *his* kitchen, but he knew they had required a lot in the factories and that affected their price. He wished he had an apple tree! He made his own cookies sometimes and his recipe had a lot of nutritious ingredients—whole wheat flour, raisins, bananas, dark molasses, peanut butter, eggs, milk, and wheat germ. But today he was in a hurry.

Why did Jim and John like hamburgers so much? Was it just the good flavor of meat, or was it partly because they were quick at home and always available at the drive-in where the crowd gathered? Was it habit, or maybe that they could eat them on the run when necessary? Compared to other meats, they usually cost less, too. They even had them for breakfast sometimes.

Jim knew that meat and buns had *protein*, and that growing boys need lots of it—not because they played basketball but because they were building new muscles and other body tissue. He also knew that most Americans get more than enough protein because they like meat, eggs, milk, beans, bread, cereal, peanuts—all the foods that have protein. He had even learned from his mother, and the booklets she gave him to read, that certain combinations of plant proteins when eaten together—such as beans and whole grain bread—supplied adequate protein. And that eggs and milk protein were the best of all—the highest biological value, it said in his booklet.

Jim also knew that he needed some nutrients that were not in meat and bread at all. So he drank milk or put cheese on his hamburger, and he was glad he liked vegetables and fruits.

He compared the cost of his finished hamburger with one at his favorite fast food place and found that he had saved over half the cost while maintaining control over calories, salt, etc. by the way he prepared his.

All About Hamburgers

Have you learned what Jim knew? How many of the following can you answer correctly?

True or False

F ____ 1. Enriched bread has calcium added.

F ____ 2. Low heat toughens meat.

T ____ 3. The proteins of highest biological value are in eggs and milk.

T ____ 4. Other things besides taste affect what we eat.

T ____ 5. Grinding meat makes it more tender.

T ____ 6. People with hypertension may need to eat less salt.

T ____ 7. Labels on hamburger tell how much of it is fat.

T ____ 8. Labels on bread tell whether it is enriched.

F ____ 9. Ground meat keeps longer than chunks and thick slices.

T ____ 10. Fat has over twice as many calories per gram as protein and carbohydrates (starches and sugars).

T ____ 11. The amount of exercise or activity one has, affects the amount of calories (or energy) needed from food.

F ____ 12. The amount of exercise or activity one has, affects the amount of protein needed from food.

T ____ 13. One way to reduce weight is to increase exercise without increasing the amount of food eaten.

F ____ 14. Enriched buns cost more than unenriched ones.

T ____ 15. Storing meat in the coldest part of the refrigerator and having air circulate around it helps it to keep longer.

T ____ 16. A quarter-pounder hamburger with bun, lettuce and tomato slice (no mayonnaise) has about 500 calories.

F ____ 17. Meat and bread contain all the nutrients needed by the body.

T ____ 18. Eating certain combinations of plant proteins at the same meal can supply adequate quality protein for the body.

T ____ 19. Signs of spoilage in meat include strange odors and colors and sliminess.

T ____ 20. Acids can tenderize meat.

F ____ 21. Cooking with dry heat (broiling, roasting) makes meat more tender than cooking it in moisture.

T ____ 22. Animal fat has cholesterol while vegetable oils generally do not.

F ____ 23. Enriched white bread is high in fiber.

T ____ 24. Energy needed to cook a meal can be reduced by careful planning.

Home Economics in New Zealand Today

Emily E. Carpenter
Vice President
International Federation of Home Economics
and Editor of the Association
of Home Science Alumnae of New Zealand

Home economics is on the move in New Zealand today. In our schools more boys and girls than ever before learn about home and family living. The curriculum is under review to ensure it meets their needs. Courses and examination prescriptions are being redesigned in the light of present social and educational conditions. Teacher training opportunities are being revised and extended. Home economics teachers are better prepared for their manifold and important responsibilities in promoting education for the New Zealand way of life.

Beginnings

It all started back in the 'seventies. As Peter Boag, then Director of Secondary Education in the Education Department, told us at our Home Science Alumnae Conference in 1975, education was in a state of flux. The present system was not meeting the needs of all people and in the efforts to satisfy personal, family and community needs home economics was in danger of being overlooked as a resource because of its sex orientation and low profile in the school system. He stressed the view that home economics is very important in the school curriculum. "You must determine the present and future needs of your pupils to help them with their living. You, as teachers, must sell your subject and be ambassadors to fellow teachers. The field is a wide one and there is much to be done."

We accepted his challenge and countered, "Where is the home economics curriculum officer long approved by the Department but never appointed?" He had no immediate answer but in January 1976 Judy Chambers BHSC. (N.Z.), MS (Ohio), Dip. Ed., became Education Officer for Home Economics in the Curriculum Development Division of the Department of Education. Thus, the first step was taken and Alumnae members (teachers, dietitians, homemakers, etc.) could express satisfaction that our submission to the Committee on Secondary Education (1975) had at last borne fruit.

It was a singularly fortunate appointment. Judy has won the support of the Department, worked valiantly with and for teachers and striven to cement relationships within the profession and with related sectors of the education field. Home economics teachers owe their enhanced position in the education system largely to her initiative and drive.

Here I should explain that in New Zealand, a country of just over three million people, there is one School of Home Science, at the University of Otago. It offers a Diploma (3 years), a Bachelors Degree (4 years), a Masters Degree of 5–6 years and a PhD in Nutrition or Textiles. Students become dietitians or teachers, or they work in industrial, commercial and other developing fields. Those wishing to become teachers take a postgraduate course of one year at a Teachers College; dietitians do the same in hospitals.

Alternatively, women (no men yet) train specifically for the teaching field in a three-year teachers college course in home economics, either in Christchurch or Auckland. The nomenclature variation is deliberate. In the education world home economics is the subject field and its practitioners are home economics teachers. About half as many teachers enter the profession through the home science door as through home economics, though for both, employment opportunities are affected by the decline in the school population and the present economic climate.

The Schools

Home economics education begins formally at Form 1 level, or age eleven. Girls, and increasingly boys, attend home economics classes in Forms 1 and 2. Introductory classes in clothing and textiles are often part of these courses. Students attending a primary (elementary) school go to a Manual Training Centre for these lessons. Intermediate schools serve pupils aged 11–13 years in Forms 1 and 2 only, and have a Home Economics Department. There are 70 Manual Training Centres and 145 intermediate Schools in the country.

We have 430 state and private secondary schools providing education for Forms 3–7 or, in a few cases in country areas, for Forms 1–7. A nationally marked School Certificate Examination (SCE) is available at the end of the Form 5 year (ages 15–16). Both Home Economics and Textiles and Clothing are papers offered in the SCE; most candidate take five or six subjects.

Special mention should be made of the Correspondence School which provides education for children and adults who are handicapped or live in isolated places such as high country farms, lighthouses and power projects or are out of New Zealand. It has a Home and Family Living Department teaching home economics as a Core (compulsory) Subject to all Forms 1–4 pupils. This includes human development and health, personal and family economics, foods and nutrition, clothing and textiles, crafts and hobbies. Courses are specially modified to meet the particular needs of disabled students. Their teacher training division (ASTU) is mentioned later (see page 39).

Home economics is not yet compulsory at the Forms 3–5 levels except at the Correspondence School, but is an option in the Craft Core in secondary schools. When the Education Officer joined the Department, she found that existing syllabuses, guidelines and prescriptions for the various levels of work were well out of date and largely disregarded by teachers. The home economics teacher was not always well integrated with her associates and there was little communication with other home economics teachers.

The Education Officer's task, then, was to give support to her teachers and work for increased status for home economics in schools. Fortunately, the social and political atmosphere favoured these developments. The Government's party aims and election policy include "To foster the family, accepting its changing nature, and to promote the equal partnership between men and women with interchangeability of

roles, rights and responsibilities." The same Government established a Cabinet Committee on Social and Family Affairs because of their concern for the welfare of the New Zealand family. The Minister of Education said in 1980 "Home economics has a vital role to play in ensuring that all young people, irrespective of their sex or intellectual ability, learn to cope with the changing roles and shared responsibilities of modern living." Thus came political recognition of the true worth of home economics in our schools. Financial provision for a 3-year revision project followed in July 1981.

Home Economics Under Review

An ad hoc departmental committee of teachers and educationists examined the teaching of home economics in Forms 1 to 7 during 1976 and 1977. It worked to redirect the emphasis to people in their personal, family and community concerns rather than the things of the home. Teachers commented on and worked with the committee's draft statements which were then revised in the light of their views and experiences. The final draft for consideration by the national revision committee became:

Content Areas	Foods and Nutrition
	Clothing and Textiles
	The Home
Concepts	Development
	Relationships
	Management
	Protection

The National Syllabus Revision Committee began work in 1981. Its task was to:

- ★ review current practices
- ★ develop new syllabuses
- ★ decide on appropriate supporting materials and resources
- ★ consider implications for buildings and staffing.

The committee includes representatives of teachers, education officers, school inspectors (supervisors), the School of Home Science, Teachers Colleges, teachers' unions and Maoria and Island Education, with consultants from special areas as required.

Through a network of resource teachers working with members of the ad hoc home economics review committee, the whole process of change has been monitored throughout by the 1200 teachers of the home economics profession. Through a series of inservice courses, teachers have learnt how to match objectives with classroom activities and develop programmes based on the draft aims and objectives. The Form 1 to 4 syllabus is undergoing a two year trial in twenty-four schools throughout the country. The schools were specially selected to give a wide range of teaching situations and so provide a fair test of the proposals. The final form will be determined after evaluation of their experiences.

Revision of syllabuses for Forms 5 to 7 will follow. Already interim revisions of the two prescriptions for the School Certificate examinations in home economics, and clothing and textiles, have been commented on by 89% of the teachers. (All were given the opportunity.) The revised prescriptions have Ministerial approval and will be examined for the first time in 1983. Formerly three-year programmes, these are now one-year courses at the Fifth Form level.

The involvement of home economics teachers with sixth and seventh form classes varies according to the nature of the school and its courses. Schools are free to design their own and these vary widely. For the Sixth Form most schools offer home economics programmes, usually including nutrition, home management, clothing, consumer issues, human development and relationships and family studies. Some Sixth Form courses are quite specialized, e.g., child development, clothing and fashion, tailoring, nutrition and health, housing and aspects of vocations in home economics. Home economics teachers see the Sixth Form as an area of great potential for course development to provide a worthwhile alternative to University Entrance subjects. There are also Liberal Studies or "Design for Living" courses, regrettably not always taught by the home economics teacher. In single sex boys' schools or highly academic girls' schools, there may be little if any home economics content.

The Teachers

The typical home economics teacher is about 38 years old, married and living with her husband and three primary or secondary school age children. She has little or no help at home, very little in the classroom and plays a full part in the corporate life of the school. How do I know? In 1980, as part of its examination of home economics in schools, the Department of Education commissioned a study of 400 teachers by the University of Otago. It was designed to find out:

- ★ What role home economics teachers play in schools
- ★ What is expected of them
- ★ What are their perceptions of their task
- ★ What training needs they have

The sample included state and private coeducational and single sex schools, intermediate schools, manual training centres and the Correspondence School. Teachers, principals and those engaged in training were questioned.

Most teachers in the sample had home economics qualifications ranging from homecraft training (a two-year course now discontinued), a teachers college certificate or diploma, a university diploma in home science to a home science degree. These were distributed through all categories of schools. A few were teaching only science; some home economics and science; and about 25% were engaged in guidance or counselling duties. Usually they began to teach around 20 years of age but then had a break in service to establish a family. This break appears to be a factor affecting career prospects—only one fifth of the teachers held positions of responsibility or posts above this level.

They may also be daunted by their manifold duties at home and at school. Eighty-three per cent had full time jobs while 16% were in part time positions. Three-quarters of their households had no outside help and 83% of the teachers did over half of the household duties themsleves; 43% over three quarters. At school, teachers in state secondary schools spent from 10.6 to 20.5 hours a week in work preparation, room preparation, organization and other class related activities. Only one fifth had any ancillary help and that for less than an hour a week, on average. Yet the teachers reported being involved in a wide range of extracurricular activities, listing 2

different categories. They were more likely to volunteer for and be in charge of activities relating to their personal or home economics interests such as coaching sports teams, costuming for school plays or food related activities. Delegated responsibilities were less popular.

Over three-quarters of teaching time was spent on the usual home economics subjects of foods, nutrition, textiles, clothing, laundry, etc., with smaller amounts of science teaching or crafts, and a host of other topics including economic studies, health education, physical education, languages and cultural subjects.

Many more girls than boys are taught, especially in secondary schools. The home economics teacher is also much more likely to get the lower and less academic classes, especially in schools with some degree of streaming, and only 9% of her time was spent with sixth and seventh forms.

Few can wonder at the home economics teacher's modest self-appraisal, given these conditions. It is disheartening to know that her subject provides essential life skills, yet lacks sufficient recognition in the curriculum and from her colleagues. For this reason, some are pressing for home economics to become a University Entrance examination subject to gain academic status, but many realize that home economics does not fit the criteria for subjects at this level. The teacher's greatest satisfactions come from her relationships with students both in and out of the classroom; her job is challenging and rewarding in spite of its lack of academic recognition. Many home economics rooms are places where students enjoy themselves and are helped to make sense of their daily lives.

Teacher Qualifications

To help raise teachers' self-image and their professional standing, they needed opportunities for advancement beyond their basic training. This has come about in three ways:

★ Additional qualifications
★ Inservice training
★ Professional associations

Additional qualifications. Teachers trained in one of the Teachers College three-year courses gain a Home Economics Teachers Certificate and the New Zealand Trained Teachers Certificate. Through a programme of study combining correspondence papers with attendance at vacation courses, they may gain departmental qualifications and higher salaries. Their prior home economics qualifications count and with these added professional studies they may attain a Home Economics Diploma which is equivalent to two-thirds of a Bachelor's degree. With further study, teachers may qualify for the Home Economics Advanced Diploma corresponding to a complete first degree.

It has always been possible for teachers to take University subjects for credit but this is difficult even in university cities. Now it is more possible because Massey University provides for extramural students and offers a wide range of sociological, scientific and educational studies of value to home economics teachers. Alternatively, they may study within the framework of the Advanced Study for Teachers Unit (ASTU) at the Correspondence School. Here there are papers especially for home economics teachers in their specialist area and in health studies and teaching methods as well as other more general educational topics similar to the Massey University courses. Thus it is possible for home economics trained teachers to complete their diplomas entirely within the departmental framework. In 1981 over 100 teachers chose to study in this way.

The University of Otago is offering a Bachelor of Education/ Diploma of Home Science degree course. It is a five year course combining academic and professional training. This will provide another avenue for the enhancement of home economics teachers' status in schools, though it is not anticipated that many will elect to take this long path to qualification.

Concurrently with these developments, the Teachers Colleges have been restructuring their courses. The aim is two-fold—to bring their courses into line with the changes in schools and to give their students qualifications higher than the present basic salary level. The new three-year course (beginning 1982) leads to middle qualifications, and in 1983 a four-year course qualifying teachers for a first degree salary level will be established in the two Teachers Colleges. Further details are not available as matters are still proceeding. These developments will provide better qualified and more confident teachers.

In-service training. Opportunities are multiplying to add to teachers' resources for refreshment and communication. These are provided by the Department or other approved body on a local, regional or national basis; teacher organizations also conduct regular courses. Such courses usually focus on teaching matters. Occasionally other seminars and conferences are recognized by the Department as providing suitable training for their teachers. One such is 'Update 82', a joint conference of the New Zealand Home Science Alumnae Association and the New Zealand Dietetic Association to be held in August, 1982. Teachers may receive financial and classroom assistance to enable them to attend such courses.

Professional Associations. All teachers will benefit from the National Home Economics Teachers Association when it comes into being in 1983. This professional body, linking the active and long-existing local associations, will give teachers a sense of unity and a channel of communication amongst themselves and with employing and other bodies. This will have negotiating power in a way that the older Home Science Alunmae Association does not. Originally an association of graduates and diploma holders of the School of Home Science at the University of Otago, its members include all professional groups with recognized home economics qualifications. It concentrates on informing its members on home and family affairs as well as representing home science interests before the policy makers of our country. Thus, although many Alumnae members are teachers, the Association does not specifically represent their professional interests. Teachers have needed this development for a very long time.

The Future

The 'eighties will be a time of change with action and reaction continuing as new curricula come into effect in schools and training institutions. We are confident we will have better qualified teachers in our schools. It is our earnest hope they will carry the flag for home economics into all classrooms, the staffroom, the principal's office and the boardroom. We will know the battle is won when all students learn the essential life skills for living in the modern world.

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Book Review

Children and Money Management by Money Management Institute, 2700 Sanders Road, Prospect Heights, IL 60070, 1981. 28 pages (8½ × 11), 50¢.

Children and Money Management is not the usual money management book. It is directed towards parents and prospective parents, and emphasis is given to the concept that children are influenced in their spending habits by the experiences, attitudes and observed financial behaviors of their parents or guardians. Even though parents may recognize this in other areas of our lives, they tend to forget the concept in teaching their children financial management. MMI offers help to parents and prospective parents in setting up their own plan and hence instructing their children.

The book offers a good discussion of the importance of and handling of allowances for children as a teaching tool in financial management. One section is devoted to dealing with money problems which commonly occur in childhood.

The book would be a valuable addition to a class on parenting, consumer education and possibly child development. There are many possibilities for learning activities inherent within the text.

The editors have arranged the material in three columns on each page with a red line separating the columns. This makes the lines short and easy to read. The key ideas are set in bold type and are indented.

Mary Ann Block
Doctoral Student
Home Economics Education
University of Illinois

University of Illinois
at Urbana-Champaign

ILLINOIS TEACHER
350 Education Building
1310 S. 6th Street
Champaign, IL 61820

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OF HOME ECONOMICS

The Role of Home Economics in Revitalizing Our Economy

Home Economics—The Responsive Profession

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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University of Illinois
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Champaign, Illinois 61820

Telephone: 217-333-2736

Home Economics—The Responsive Profession

Today's society faces a multitude of concerns related to families. Home economics education has attempted over the years to assist individuals and families in improving the quality of life by:

- ★ helping families handle economic crises as well as day to day financial management
- ★ contributing to maternal and child health care
- ★ helping people prepare for employment (including that in home economics occupations)
- ★ interacting and cooperating with agencies providing related services
- ★ extending home economics services to diverse population groups and cultural settings
- ★ conveying the intentions of the field to individuals and agencies which may benefit from home economics services
- ★ contributing to the body of knowledge directed at homes and families

The concerns identified above reflect in part the processes used for responding to the needs of individuals and families.

To what degree have our practicing professionals been successful? We would like to share with you how home economists in the state of Missouri have responded. We have included articles dealing with employment and career attainment, parenting, responding to diverse cultural groups and developing networks of support among professionals. Each article reflects a unique way in which Missouri professionals have responded to diverse audiences in need of home economics knowledge and skills.

Special recognition should be given to Pat Wehmeyer, our secretary, who suffered through numerous editing and typing experiences.

Betty B. Martin
Joan I. Quilling
University of Missouri
Guest Editors

Editors Note:

Many thanks to our colleagues and neighbors in Missouri for being Guest Editors for most of this issue. We feel sure that you will find much practical help and stimulation for your thinking in the articles they have included. I would suggest that as you read about the ways these authors teach in their special situations (a prison or a professional association, a day care home or an FHA chapter, a group of foreign born or displaced homemakers, or an elder care center) that you glean ideas for teaching in your own situation. What are the principles of good teaching that apply in *all* situations?

We have added four articles: (1) an addition to our historical series of last year, "Twenty-Five Years of Women's Perceptions of Their Roles and a Look Ahead" by an educational historian, Jo Ann Fley, (2) What Do Home Economics Teachers Think About Women's Rights? by Harriett Light and Richard Hanson, (3) Recognizing and Developing Multiple Talents by Barbara Stewart, and (4) Part II of the Mini Curriculum Guide in Foods and Nutrition.

We hope this issue of *Illinois Teacher* will help you to have a more successful year and to feel good about yourself as a home economist, as a teacher, and as a woman—unless you are a man!

We're eager to hear from you, especially in regard to our new format. We're giving you the same content on fewer pages now.

HTS

Preparing Responsive Educators

Betty B. Martin
Coordinator
Home Economics Education
University of Missouri-Columbia

Perhaps the most important challenge for the future of home economics teacher education is its responsiveness to people and society. Several factors contribute to a viable, responsive home economics profession. To begin with, a sound profession has able personnel. Home economics professionals are characterized by:

- respect for people's needs
- an assertive stance which includes telling others what the profession is about
- a willingness to serve as advocates for homes and families
- cooperative attitudes and concern for others with like ideas
- willingness to adapt to change

Responsive home economics professionals also need to see the individual in the family setting as their central focus. Currently, many families are going through a marriage-divorce-single parent-remarriage cycle.[1] The subject matter of the home economics field is unique in that it touches upon vital areas significant to individuals and families, e.g., money management, human development, health and nutrition. Others need to know of the unique offerings of home economics education. We can be our own best advocates.

Because home economics education is vocational, part of our responsibility is to respond to and link with business and industry. Teacher educators should establish cooperative ventures with public sectors to permit students and faculty to have practical experiences with the "real" world. Such experiences provide pre-service and in-service personnel with opportunities to explore numerous job options and to utilize technology.

Curriculum revision is another important component influencing professional responsiveness. According to Glines,[2] "American education is obsolete in preparing students for a society that no longer exists." He states:

> The key to communications in the future will be the teaching of human interactions and attitudes. Home economics may be today's most potentially important content as students learn about human relations, child care and nutrition.

Cooperative teaching and research increases our ability to respond to human needs. Family issues can be dealt with on a broader basis through the formation of research teams which include faculties in psychology, sociology, education and home economics. Graduate students, home economics educators and secondary classroom teachers benefit from such research involvement and can help translate research results for families.

Responding to adult needs is becoming increasingly important for home economics professionals. Two specific categories of adults especially need our services. The first group consists of adults possessing a sufficient resource base and leisure time to pursue avenues of self development. The second group includes those in need of preparation or retraining to achieve adequate employment. Personalizing pre-service and in-service education to meet the needs of both groups will require:

a) knowledge of adult growth and development
b) curriculum materials designed specifically to meet adult needs
c) flexible certification standards directed at preparing personnel to serve adults and
d) flexibly scheduled learning programs directed at serving adults after the eight-to-five work day.

Computer assisted instruction, weekend "colleges," seminars, and interactive television could serve as delivery channels for innovative adult education programs.

The areas of emphasis specified previously call for home economics educators to be responsive to an emerging set of educational priorities. Home economics teachers of tomorrow must come from programs which are open, interactive, self-paced, creative, and people-oriented.

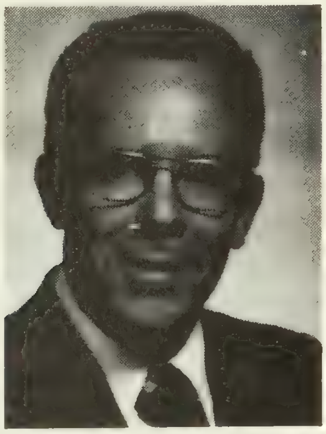
Finally, educational programs to prepare personnel responsive to these emerging needs must become a major priority. Without strong members prepared to deal with human concerns in a changing society, a profession rapidly becomes obsolete. Preparing responsive home economics educators for today and tomorrow requires progressive planning—local to national; cooperative activities with state department personnel, subject matter specialists and the business community, and continuous peer interaction. Are we ready to make such a commitment?

[1] "School Challenged to Reflect Changing Families," *ASCD Update*, Association for Supervision and Curriculum Development, 24, May 1982, p. 24.

[2] "Futurists Form New Goals for Education," *ASCD Update*, Association for Supervision and Curriculum Development, 24, May 1982, p. 6.

Be satisfied with what you have, but never with what you are.

Home Economics: An Exploratory Program



Keith Bench
Assistant Superintendent
Instruction

Esther McCall
Coordinator
Home Economics, 6-12

Raytown, Missouri, C-2 schools are in the process of implementing an "explo" home economics program for grades six, seven, and eight. The instructors of the program spent several years designing the coordinated three-year program directed at motivating students to pursue a study of careers in home economics. After one year the community, students, teachers, and administrators feel the program is off to a successful start.

How the Program Began

Providing an exploratory home economics program for all sixth and seventh grade students to help them gain a basic understanding of home economics as a career opportunity is the purpose of the middle school program in the Raytown C-2 schools. By motivating students through an exploratory program, we hope they will pursue future educational opportunities in vocational home economics.

The organizational change from junior high schools to middle schools began during the 1979/80 school year. The Raytown Board of Education approved a reorganization plan changing the district from K-6-3-3 to K-5-3-4 grade divisions. Grades six through eight comprised the group which was to be the first middle school The change provided a "first time" opportunity to offer exploratory courses to students in grades six and seven and elective courses to students in grade eight as a part of their transition from the elementary division to high school. Vocal music, foreign language, speech, art, industrial education, and home economics are offered as nine week courses in grades six and seven. Eighth grade students elect four of the six areas for one semester as a part of the transition plan.

Middle school home economics consists of six areas of exploration. A curriculum incorporating an exploratory philosophy was viewed as essential in order to get the program off to a sound start. During the summer of 1981, the home economics teachers who were to teach middle school classes finalized goals and course outlines. Teachers wrote objectives and learning projects for each grade which highlight home economics as a career option for Raytown middle school students.

Program Design and Goals

The Raytown exploratory middle school home economics program was designed to contribute to the needs and development of the emerging adolescent who is undergoing physical, social, and intellectual change during a very critical maturational stage.

The goals of the program are to provide students with the opportunity:

1. to learn practical SKILLS FOR LIVING that can be used in their everyday lives,
2. to explore and understand each of the areas of home economics including career possibilities, and
3. for "hands on" classsroom experiences to provide insight into determining interest and aptitude for enrolling in additional elective 8th grade and high school home economics offerings.

The program is structured so that every 6th and 7th grade boy and girl is enrolled in "explo" home economics. Scheduling for the year involves four 9-week terms of 45 days each in an eight period day. Periods are 43 minutes in length.

6th Grade Competencies

The curriculum for sixth grade students includes the following instructional units:

I. Money management (3 days)
   1. The student learns where money comes from and how to use it.

II. Personal Development (6 days)
   1. The student examines who s/he is and his/her potential.

III. Foods (18 days)
   1. The student performs basic techniques in preparing and serving simple foods.
   2. The student identifies good eating habits using nutritious foods.

IV. Clothing (18 days)
   1. The student demonstrates functional use of basic sewing equipment and the sewing machine.
   2. The student follows written directions in construction of a simple project.

We consider in "Managing What I Have," such concepts as (1) sources of income (e.g., allowance, work for pay), (2) how to spend it (e.g., gifts, emergencies), (3) borrowing money, (4) saving, and (5) problems with money. Student discussions and problem solving are directed toward management and use of their resources. Brainstorming is a technique frequently used to increase student awareness of available resources and their use. A bulletin board displays resources every person has (time, energy, money) to reinforce class discussions of money management.

The personal development unit helps students become more aware of who they are and of their own potential by gaining self-understanding through the study of heredity and the relationship of appearance to a good self-image. Learning activities include preparing a self portrait in a collage form, assembling a family tree and tracing personal characteristics back to other family members, displaying pictures of classmates for comparison of personal characteristics and using a variety of evaluative tools to assess personal grooming, attitudes, thoughts, emotions, personality, and manners.

The foods unit helps sixth graders become aware of their personal food needs and provides them with laboratory experiences in preparing foods that are nutritious and appealing. Laboratory experiences emphasize cleanliness, sanitation and safety. These concepts are taught along with basic food preparation techniques. Accurate measuring is stressed while they prepare nutritious snacks in a hurry. A chance to sample the final product is a real "motivator" for sixth graders. Introducing nutrition by preparing a fruit kabob the same day makes believers in home economics out of sixth graders! Additional laboratory experiences and teacher demonstrations include activities related to nutritious dips, milk shakes, sandwiches, brown bag lunches, cookies, fruit juice popsicles and pizzas. One of the recipes we use with this age group follows:

BAMBINO PIZZAS

1/4 cup tomato paste
1/4 t. garlic salt
1/4 t. oregano
18-20 round snack crackers
thin slices of round salami
1/3 cup shredded cheddar cheese

1. Mix tomato paste, garlic salt, oregano in bowl with fork.
2. Arrange crackers on ungreased cookie sheet.
3. Spread *about* 1 teaspoon tomato paste on each cracker.
4. Top each cracker with one salami slice.
5. Sprinkle salami with cheddar cheese.
6. Bake at 400° for 3-5 minutes or until cheese melts.
7. Lift snacks onto plate with pancake turner.

The clothing unit is fascinating for the boys as well as the girls. Learning the basic parts of the sewing machine, its threading, use, and control are top priorities. Understanding and using small sewing equipment and learning to pin and cut fabric for constructing a basic chef's apron are the major goals, along with development of skills, coordination, and learning to follow directions. Optional extras for those who have time are applique, hand embroidery, iron-on, liquid embroidery, pockets, sewing on buttons, pot holders, and seasonal hand projects.

7th Grade Competencies

The curriculum for seventh graders include units such as:

I. Personal Development (5 days)
   1. 1. The student explains the importance of communication in understanding his/her parents, brothers, sisters, peers, those in authority and other acquaintances.

II. Foods (18 days)
   1. The student demonstrates knowledge of wise food choices and acceptance of a variety of foods relating to health and appearance.
   2. The student demonstrates knowledge and skills in cooking methods and uses good management techniques, sanitation, and safety as related to food preparation.
   3. The student exhibits knowledge and skills concerning common food terms, accurate measuring techniques, abbreviations, equivalents, and recipe use.
   4. The student demonstrates the use, care, and purpose of kitchen equipment.
   5. The student demonstrates table setting, table service, and etiquette for mealtimes.

III. Clothing (18 days)
   1. The student demonstrates knowledge in the use of the sewing machine and other equipment through review of basic information.
   2. The student constructs a project showing skills with the sewing machine, small sewing equipment, pinning, cutting, stitching, and pressing.
   3. The student shows evidence of an increased understanding of the cost of sewing equipment and materials as well as the cost and quality of purchased items.

IV. Baby-Sitting (4 days)
   1. The student demonstrates knowledge of general qualifications and management of baby-sitting with emphasis on factors relating to the care and safety of children.

The personal development unit is planned to contribute to seventh grade boys' and girls' personal growth including their relationships and communication with parents, other family members, people in authority, and acquaintances. Students have "sound off" sessions on getting along with parents and siblings, complete personality rating sheets entitled, "My Family and Me," make a poster or write a poem to show how family members can get along with one another.

The foods unit is planned to encourage wise food choices, to allow opportunity to explore and accept new foods, and to help both boys and girls gain knowledge of food management and food preparation. Learning experiences are articulated with 6th grade experiences. Innovative approaches are used to review basic nutrition concepts, laboratory procedures, equipment use and measuring techniques.

Food projects are diversified to include "hands on" laboratory experiences. Learning to use a recipe and basic nutrition are integrated into each food preparation lesson. Some food projects include the preparation of orange julius, fruit ambrosia, basic cocoa to teach principles of starch and protein cookery, refrigerator cookies decorated for the current season, toast varieties, egg demonstrations with French toast or eggs-in-a-frame, biscuit mixing methods along with their many variations, and taco salad.

To bring about an awareness of the responsibilities involved in dealing with children especially in baby-sitting situations, we involve students in a short baby-sitting unit. Tools used for this study include a pre-test on basic childhood characteristics and lively discussions on pertinent baby-sitting problems and questions as asked by pre-teen baby-sitters. Other topics considered are baby-sitting employee responsiblities, use of a baby-sitting application form, a safety awareness check with children, and a baby-sitting kit rating scale.

In the clothing unit, additional basic sewing steps are taught as students build on skills and knowledge learned in the 6th

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Home Economics Leaders—Responsive Professionals

Shirley Baugher
Director of Home Economics
Missouri Department of Elementary
and Secondary Education

What qualities do home economics professionals exhibit that demonstrate leadership? In 1981 I surveyed twenty-five past presidents of the American Home Economics Association to gain a perspective of that organization through analyzing the vision of its past leaders. Survey questions and the responses received are listed below.

Of the twenty-five individuals surveyed, fifteen returned survey forms. A summary of the survey results follows:

Question:
Who has served as past president of the American Home Economics Association?
Response:
- Five of the respondents were Deans of Colleges of Home Economics
- Four were employed in the private sector
- Two were State Directors of Home Economics Extension
- Two were teacher educators
- Two were homemakers

Question:
What objectives were important during your tenure of office?
Response:
- 1935: to affiliate all states with AHEA
  to increase membership
- 1963: to accept black home economists as regular members in the Association. Up to this time black members had a separate organization in each state and could not attend State or National Association Meetings. By 1963/64, the objective of equality in membership was met.
  to establish a Future Development Committee
  to employ a parliamentarian to advise the members during National meetings.
- 1972: to increase the visibility of home economics outside the profession
  to assume more involvement in public policy
  to create a more stable financial base for the professional organization
- 1976-80: to support the priorities of the Future Development Committee. The work of this Committee was presented to the 1980 Assembly of Delegates.

Common themes throughout the time periods the past presidents were in office were: increased membership, equality and services to membership, public policy and public relations, and future plans for the Association.

Question:
What were the major concerns of the American Home Economics Association during your tenure of office?
Response:
- 1935: lack of income to support organizational goals
  student membership
- 1963: The same concerns reappeared. Causes of the concerns were related to low membership and an inadequate dues structure. Even though membership was at 50,000, financial needs were critical.
  public policy continued to be a major concern
- 1972: public policy continued to be a major concern
- 1976+: funding for consumer homemaking
  communication with American Vocational Association
  management and organizational procedures
  broad representation of and communication with the constituencies involved in AHEA decision making

Major accomplishments which resulted from these concerns included an increased dues structure, the dedication of a new headquarters building, the realization of a *Home Economics Research Journal,* the hosting of the International Family Planning Conference, the Eleventh Lake Placid Conference and the establishment of the Center for the Family and the J.C.Penney Forum. The formation of the Home Economics Coalition resulted from the continuing concern with public policy. The publication of *Home Economics: A Definition* in *1979* increased communication among members, and a membership survey continues to provide vital information for describing the characteristics of the membership.

Question:
Was it difficult to make the transition from Organizational President to member once your term was completed?
Response:

Of the fifteen respondents, only three indicated "somewhat" as their answer. Twelve respondents said "No", it was not difficult to make the transition. The Past Presidents' Unit seems to help former presidents make a satisfactory transition from President to member. Also, past presidents indicated that "there are other things to do." Home economics leaders

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grade. The seventh grade construction project includes a drawstring tote bag. Skills using the sewing machine, small sewing equipment, pinning, cutting, stitching and pressing are reinforced during its construction. Optional extra projects, as time permits, include a mini-tote bag, small pillow, basic seam finishes, hand basting hem samples, sewing on buttons, hand and machine embroidery. These projects teach additional hand and machine skills.

Summary

This middle school program, which is in the final quarter of the first year, was preceded by two to three years of planning involving the community, teachers and administrative staff. Open forums were held throughout the school district to provide a vehicle for parent-student input. The outcomes of the study and planning sessions are being recognized in a successful beginning year and a high degree of community acceptance of the "explo" program of which home economics is a part.

appear to transfer their energy to new and/or additional roles requiring a high level of commitment.

Question:

What advice would you give fellow professionals who desire to serve as leaders?

Response:

Overwhelmingly, past presidents indicated that their fellow professionals need to "accept the challenge." Responsibility at the state level appeared to provide an avenue leading to national responsibility. Anyone aspiring to a leadership role needs to be aware of the "risks of leadership" and possess the necessary financial and time support. This thought was expressed by more than one respondent. The role of president is a strenuous one requiring one to make many decisions. Prospective leaders must also possess the ability to interpret the mission and goals of the profession to the total membership. Finally, as one past president put it, it is essential that we *do not* refer to the organization as 'it' or "they" but rather as "our professional Association."

Summary

The past presidents provide witness to a collective vision. An analysis of their responses reveals certain trends including a concern for representing the total membership, a desire to impact upon decision makers, a desire to increase the visibility of the profession and a concern for sound management of the organization. Past presidents exhibit a strong commitment to the profession and a collective mission which provides continuity for the membership.

Home Economics in Small High Schools

Believing that good things happen in small schools and that the small schools are often neglected by those who write about and study high schools, I went back to where my roots are and visited the home economics department of ten of the smallest high schools in my home state, including the one where I became a teacher 38 years ago They ranged from 79 to 383 in enrollment for grades 9-12.

Let me share now just two items from my interviews and observations.

(1) Half of the home economics teachers had master's degrees, and 30% of the superintendents had earned doctorates.

(2) When I asked one student, who had attended schools in two large, urban states before coming to this rural area, whether it was harder or easier in this high school than in the larger schools he had attended, he replied, "Well, in some ways it's easier because the teachers care, but in some ways it's harder because they teach you more."

The Editor

Linking Professionals—
Greater Kansas City Home Economics Association

Glenda Kinder
President
Greater Kansas City
Home Economics Association

During World War II many home economists and dietitians in Kansas City were busy teaching nutrition classes and working in U.S.O.'s. With increased acquaintance with one another, the desire for a structure to continue to develop this interaction evolved. In 1943/44, The Greater Kansas City Home Economics Association (Greater KCHEA) was created. In its infancy the organization was formed to link together four groups: Home Economists in Business (HEIB), Dietitians, Home Economists in Homemaking (HEIH), and Home Economists in Education (HEIE). In 1949, the Home Economics Club of Greater Kansas City for Blacks also joined the Association.

Kansas City is a city unlike many others in that its metro boundaries cover two states and five counties. To limit a city organization to either Kansas or Missouri would hamper its effectiveness; therefore, the whole metro area was defined as a "unit" and stateline boundaries were minimized as much as possible.

The groups which now are associated with Greater KCHEA are: Greater Kansas City Home Economists in Business (HEIB), Greater Kansas City Home Economists in Homemaking (HEIH), Home Economists Unaffiliated (HEU), Kansas Home Economists in Education (KsHEIE), Missouri Home Economists in Education (MoHEIE), and Shawnee Mission Home Economists in Education (SMHEIE).

Meeting Kansas City home economists' needs to work together, learn together, and share fellowship were the primary goals in the creation of Greater KCHEA.

"The object of Greater Kansas City Home Economics Association is to educate individuals for family living; to improve the services and goods used by families; to promote research to discover the changing needs of individuals and families and the means of satisfying these needs; to further community, national, and world conditions favorable to family living."[1]

Involvement of each subgroup in the organization is strengthened by rotating responsibility for the six elected officer positions throughout the affiliated groups. Each group is responsible for recruiting an officer to serve in the position assigned to that subgroup. Input from all groups is further encouraged by representation on the standing committees.

Activities supported by the organization program include: (1) Career Development and Promotion, (2) Scholarships, (3) Peer Recognition, (4) Public Service, (5) Fellowship/Learning. Selected examples of these activities are outlined below. Perhaps this sampling of projects will offer some ideas for other groups to consider.

A Life/Career Seminar: Focus on You

One of the current concerns facing the home economics profession is a decline in the number of "traditional" positions. Because the skills acquired by a home economist can be utilized in numerous ways, Greater KCHEA has sought to aid its members in exploring the options available to them in more "non-traditional" roles. The Association co-sponsored with the University of Missouri at Kansas City a life/career planning workshop called *Focus on You*. The purpose of the workshop was to focus on setting life/career objectives and exploring ways to clarify and identify skills and on career alternatives when traditional home economics opportunities are not available. This was done through a panel presentation with local home economists in unique settings: insurance analyst, foodbroker, city council member, small business proprietor, and textile promoter.

Job Information Bureau

The Association recognized a need for assisting area home economists in their search for employment. In 1975, the creation of a Job Information Bureau as a standing committee offered a link between those looking for work and those with positions available. Through an informal structure, the service relies on members to serve as scouts for job possibilities. That information is shared with the Job Service Chairperson who in turn calls those listed who have requested notification of job opportunities. This is a way to assist each other and strengthen the group.

Business Career Slide Show

To promote home economics as a career, the Kansas City HEIB group developed a slide show designed for home economics teachers or vocational counselors and interested HEIB groups, titled Home Economics Careers.[2] Companies in the Kansas City area that employ home economists were focused upon. Obtaining the first job, career advancement possibilities, and the varied talents of business home economists are featured. Greater KCHEA served as the agency through which this slide show could be introduced to the area home economics teachers.

Undergraduate Scholarship

The strength of our future lies in the quality of today's college students. Since 1954, the Association has offered a yearly scholarship for undergraduate study in home economics. In recent years, two such scholarships have been awarded annually to junior students in home economics programs at any one of 31 Kansas and Missouri universities.

One recipient of special scholarship assistance was Rose Iyewarun, a student in Home Economics at Central Missouri State University in Warrensburg, Missouri. Mrs. Iyewarun, a Nigerian, has as one of her goals that of teaching canning techniques to the women of her country. She indicated that the abundant vegetation of her homeland was not being used to its fullest extent because people lacked preservation facilities.[3] A pressure canner and other supplies were pur-

[1] By-Laws of the Greater Kansas City Home Economics Association, Revised 1981, page 1.

[2] "Home Economics Careers," Available for rental through Roxanne Haynes, Rival Manufacturing Company, 3600 Bennington, Kansas City, MO 64129 ($10.00 rental fee or $50.00 purchase price).

[3] The Kansas City Star, March 20, 1977, page 3C, Column 3.

chased for her to take back to Nigeria with the assistance of the HEIH group.

Virginia Shinkle Memorial Grant

Home Economics professionals also benefit from continued academic scholarship. In 1980, as a result of gifts to the scholarship fund in memory of Virginia Shinkle, a fellowship award grant was created for Association members. Virginia Shinkle served the community for many years as Supervisor of Home Economics, Kansas City, Kansas, Board of Education. Her professional involvement included among other things, the Presidency of the Kansas Home Economics Association, 1968-70.

Peer Recognition: Betty Lamp Award

It is an annual tradition for Greater KCHEA to recognize the efforts of at least two Association members. A Betty Lamp Charm is given to these honored members in gratitude for their service to the organization and the profession.

Public Service

As a result of successful efforts by Greater KCHEA, members compiled and printed two cookbooks (*Our Best Recipes* in 1976 and *More of Our Best Recipes* in 1980); from the sale of these books, a fund for benevolent awards was created. These funds are used in a variety of ways; some are given each year for projects that benefit the community, the membership, and the area youth.

One community project funded with cookbook profits was a *Family Cluster Workshop* coordinated by The Living Center for Family Enrichment. This was a workshop for area family life educators oriented to the concept of "growth" programming for strengthening the family unit. In subsequent years other living skill development programs at The Living Center have received contributions from this fund.

A youth project to which assistance was given involves five Kansas City metro county 4-H programs. Grants were used as prize money for 4-H youth with winning entries in baking, needlework, sewing, food preservation, and other similar projects at 4-H Fairs. This is one way in which to reward the development of such skills by area youth.

Out of the HEIE groups in the Association came a request for assistance in providing fabric for students unable to afford material for their sewing projects at school. A service created to answer this need is called "Fabric Finders." In the past there was a fabric "pool" from which the students could choose material. For a number of reasons, that policy was changed to providing money for their fabric selection under the supervision of their teacher.

For the past three years money has been given to support a project of the HEIH group, a nutrition education booth at the Snoopy Pumpkin Patch Benefit Carnival for UNICEF. Each child who participated in the booth makes a mobile containing five "Noot" figures; a concept adapted from the Manhattan Kansas School Lunch Director's Program; originally Nutes from the Topeka, Kansas School Food Service Division. The "Noots" are caricatures of five nutrients the body needs: "Carbo" (carbohydrate), "Proto" (protein), "Minny" (mineral), "Vity" (vitamin), "Fato" (fats). Nutrition information is shared with each child as s/he makes the mobile, and printed material is given to the parents.

Many other projects have received financial assistance from the Association. Among recipients are Rose Brook Center, an emergency shelter for battered women and their children; the Science Fair Foundation plus cash awards for winning projects at the Science Fair.

Fellowship/Learning

For the membership of Greater KCHEA the four general meetings of the Association are an opportunity for keeping current, for meeting other area home economists and learning about their activities, and for socializing with peers. By participating in the Association through attendance and by sharing in program planning, the members can broaden their knowledge of peer resources.

Through pooling resources, home economists of Kansas City have been able to schedule nationally recognized speakers for Greater KCHEA's general meetings. Their presentations effectively generated understanding and enthusiasm for the role home economists can play in the community, education system and country. The Association has at times joined with the Missouri Home Economics Association, District F and Kansas Home Economics Association, District E to attract such presentors as the Good Housekeeping Institute Seminar and a Fashion Trend Workshop by Simplicity Pattern Company.

The impact Greater KCHEA has had on the community is reflected through its activities. The group has become a recognized promoter of the profession and has provided a forum for the various subgroups to join together for learning, sharing and socializing. A system by which individuals and subgroups can gather support and involve other professionals is provided through this comprehensive organization. Each subgroup works together to strengthen the total organization. Therein lies its strength.

Evaluation

Some of our efforts to evaluate result in blurred pictures and some are sharp and clear. It depends on where we place the "camera," whether the subjects know they are being photographed, whether the settings on the camera are accurate, whether the film is suitable and in good condition, and whether the right kind of camera was chosen. For some evaluations a movie camera would be required and color film might be needed. We get a better understanding of our subject if we photograph many times from different angles and in many different activities.

HTS

I am indebted to a teacher in NC who started my thinking along the line of this analogy, and unfortunately I don't remember her name.

Day Care for Mikey

Carol Twellman Thiel
Home Child Care Service Provider

When I first met Mikey five years ago he was firmly gripping his mother's hand and sucking on the knuckle of his right index finger. He was 3½ years old, thin, and wiry. And, he was cautious as well as curious. Mikey and his mother were in search of day care. They came to talk with me after I had placed an advertisement in the local newspaper that said I would care for children in my home. Actually, Mikey and I had similar emotions the day we met. I was also cautious as well as curious. I have always been fond of young chiden and have studied child care in home economics. Upon graduating from college, I was employed as an Extension Home Economist. When I started my family, I became a full-time homemaker. Caring for children in my home meant that I could be employed and still be with my own children during their early years. It would add to their opportunities to develop social skills. And, in an inflationary era, our family could certainly use a second income.

That first year of my family day care business I had Mikey (and his brother Doug when school was not in session) for the first ten days of each month. I also cared for a fourteen month old, an eighteen month old, and a two year old each day. One of my biggest daily chores was changing and disposing of mounds of disposable diapers.

Mikey and the other children that I cared for fit into that group of children that have limited child care choices. Very few infant-toddler centers exist. Most centers take only children who are two and one-half years or older. Few child care centers can accommodate a mother who works odd shifts or only certain days during the month. And, unless siblings are very close in age, few day care centers can accommodate both of them.

As a beginning home day care provider, I had a great deal to learn about children and family day care. Now, five years later, I have my own philosophy of what constitutes quality child care and how to achieve it.

Our day care home is called "Poseyville." My husband and I have constantly redesigned and updated our child care facility. We remodeled the basement of our home and set it up as an environment especially for young children. Thanks to my preparation in child development, I had many ideas about setting up an ideal place for young children. We have short tables and benches near shelves filled with paper, markers, puzzles, scissors, paste, collage materials, and games. Each child has his/her own storage closet in which to keep wraps and projects. We have an area under the stairs we call "Underland." It has a foam pad for the floor and dozens of pillows and soft animals reside there. The children use little flashlights to go there to explore, fix things with tools, or just to get away to relax. I found many toy and book bargains at local garage sales. My husband contributed an old calculator and I advertised for an old typewriter. My husband's wood scraps make up one set of the children's blocks. Our housekeeping area is complete with a sink, table, dishes, playclothes, dolls, and a bassinet. We have a parakeet named Pete that sings for us. We have a scheduled group time during which we sing songs, do fingerplays, and read books. Each child takes a daily nap in his own private area on the first floor of our home.

Our scarecrow.

Each spring the children help to plant the garden. They each plant their own hill of zucchini. Last year we raised a huge pumpkin in our pumpkin patch. (We used it for our scarecrow's face in the fall.) We also enjoy picking strawberries from our berry patch during the month of June. Since our child care facility is also a home, we have green grass, fruit trees, crocus, daffodils, tulips, lilacs, and roses. The children are exposed to simple beauty and a simple rope fence around the garden helps little feet remember where the flowers are.

Outdoors we also have two sandboxes, a fort, a playhouse, a wooden schoolbus complete with a steering wheel, a swing set, a gymnastics set, a log see-saw, a trapeze, and a large green grassy area to play on.

I like to think that our child care program combines some of the best features of centers and of homes. We have a very small group. (We are licensed for six children.) Most of the children remain in my care for several years. Since we are a small group, we become very much like a family.

Siblings are also accommodated. The age range of our group is from one and one-half to seven years. With this age range the younger children learn many things from the older children. And older children learn to cope with and to help the younger children as well as to enjoy them. My group of children are exposed to our family. My husband often serves as my substitute. He gives the children tours of his workshop, lets them handle his tools, and shows them how to repair broken toys. Grandmas and Grandpas, uncles and aunts come to visit. Some of the children's parents are our neighbors. The others have become our friends. They have contributed to our program in numerous ways from locating electric cable spools for our yard play to providing nursing and health information in times of childhood illnesses.

Last summer one of our children's parents invited our whole group out to their farm for a Saturday barbecue. We got to see

Looking out over the world up in the fort.

the baby chicks that we had hatched and how much they had grown as well as spending a relaxing afternoon in the country. And in these days when grandparents and relatives are often far away, it is nice to have a substitute family.

Our home has all the advantages of being in a neighborhood setting. On our local walks we watch garbage trucks and see the letter carrier deliver the mail. We watch back hoes digging and dump trucks dumping. We watch street sweepers, cherry pickers, and tree trimmers doing their work. With a small group like mine it just takes a little bit of organization to plan an interesting field trip. We have taken city bus rides, visited the fire station, hospital, post office, airport, police department, library, cornfield, and numerous city parks.

There are over six million children under six years of age in the U.S. who need day care.[1] As a university student in child development lab several years ago, I felt that next to being in a loving home with a caring parent or grandparent, a day care center was probably the next best program for a young child. That was before I had my own children and realized how difficult it is to find a center for infants and toddlers, siblings, and children who need part-time day care.

Family day care is a child care resource that every community has. Its quality, however, depends upon the degree of parent and community support. Emlen,[2] a researcher on family day care, summarized his findings:

> We have come to regard private family day care as a significant unrecognized but ubiquitous resource for good family day care in the United States. Some of it is bad, some of it is excellent, and most of it is satisfactory despite the fact that it exists in the community unaided by supportive programs and subject to long hours, pressures and discontinuities.

Are family day care providers capable of providing learning experiences for young children? Or, should young children attend a preschool to become well prepared for kindergarten and the primary grades? I believe that family day care providers, like parents, can be excellent educators of young children. I believe that many home day care providers need only to be made more aware of the learning experiences young children need and how easily they can be taught in the home.

Glickman and Springer[3] confess to be partisans of family day care in their book *Who Cares for the Baby?* They discuss some of the positive aspects of this type of child care. They mention the numerous learning concepts that children gain by participating in a simple home project such as helping their provider make a bed. Not only do they experience some motor development but also spatial concepts, language development, ordering, and object constancy. Many people have a tendency to overlook the numerous variety of learning experiences that are readily available in a home situation.

I see a role for Home Economics educators in the field of family day care as a supportive and educational service for providers. Providers can use help with menu-planning, time-management, games and activities, discipline techniques, and toy and information lending libraries. However, home economics educators do need to be aware and appreciative of the talents and experience of providers whom they wish to serve. As Sale[4] so wisely stated:

> Let us be careful when we 'discover' the potential of family day care, that we do not bring the worst of center day care to the home by attempting to duplicate the school.
>
> The flexibility, informality, and lack of a fixed curriculum is part of what makes the family day care environment relevant and useful.
>
> Let us not prescribe academic formulas and methods of teaching number concepts for a family day care mother who shows children how an apple may be sectioned into halves, quarters, and eighths.
>
> Let us not prescribe an academic formula for language development for a family day care mother who will answer questions about the picture of a deceased grandparent above the fireplace, about the dog who just had six puppies, or about why a ring remains in the bathtub after a bath.
>
> Let us not prescribe psychosocial or cognitive input of a stereotyped nature that will deny the richness of the real world in which we live. In short, let us not prescribe play dough where real dough is available.

And as for Mikey, he is now eight years old and one of my alumnae. He visits us on school breaks and during the summer. He will be moving with his family to another state soon but I know that the times we have shared will always be special to both of us.

I have accumulated untold amounts of experience with young children because of my venture in family day care service. Some of it has been frustrating. Sometimes it seemed impossible. But mostly it has been an invigorating, stimulating, creative time for me during which I have the opportunity to watch some beautiful children grow and mature and become a part of an extended family for me, my husband, and my children.

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Future Homemakers of America—
A Tool for Responsiveness

Paula Kindrick Hartsfield
State Supervisor,
Home Economics Education
State Advisor,
Future Homemakers of America
Missouri Department of Elementary
and Secondary Education

Future Homemakers of America, the vocational organization for home economics students (occupational and consumer homemaking), has a national membership of 350,000. Chapters are located in all fifty states, the District of Columbia, Virgin Islands, Puerto Rico, and American schools overseas.

Future Homemakers of America provides its members in all locations with the tools to react to their own needs and be responsive to family, school, and community needs. The tools referred to are Encounter, a personal growth process, and Program Action Impact, a group planning, implementing, and evaluation process. Both of these tools are methods for FHA/HERO members to plan and carry through in-depth home economics related projects based on their own concerns and interests.

Encounter, a process for developing personal growth, encourages individuals to set personal goals in the areas of personal improvement; family, school, and community life; and preparation for adulthood. To start an Encounter project, one or two compatible goals are decided upon by the member. These goals determine the direction of the Encounter project. Once goals are established, a plan of action for meeting the predetermined goal(s) is decided upon. Then members must decide how they are going to chart their progress. Depending upon the nature of the Encounter project, charting the progress may be as simple as recording activities on a daily calendar. Evaluation is a very important component of the Encounter process. Through evaluation, members determine whether they satisfactorily meet their goals.

Encounter Personal Growth Through Future Homemakers of America stresses that each individual is unique and should accept oneself as unique. Because the Encounter program stresses uniqueness and has a flexible framework, it is an excellent tool for teaching students to be responsive. Examples will show how Missouri FHA/HERO members have used Encounter to be responsive to needs. Debbie Laxton, member of the North St. Francois County Chapter, based one of her Encounter projects on the concern she had about the effect of poor posture on her health and appearance. Through her Encounter project, Debbie corrected her posture and started practicing good posture habits.

Vicki Counts, also a member of North St. Francois County Chapter, completed an Encounter project dealing with the family. Vicki's concern was that her family was drifting apart. She realized family members did not talk to each other and actually did not even see much of each other. Vicki's goal, then, was to help her family become a more closely-knit unit.

Examples of community Encounter projects are those undertaken by Knox County Chapter members. One member responded to the needs of her community by picking up the trash along roads. Another member responded by making trash cans and putting them in the community.

Angie Baxter, a member of the Nodaway-Holt Chapter, chose to use Encounter to help her prepare for the future. Her Encounter project included investigating and choosing which university she will attend upon high school graduation. Angie wrote to universities and Chambers of Commerce in communities in which the universities were located. Currently she has narrowed her choices down to two. Angie believes that Encounter helped her think logically about her decisions.

"Program Action Impact," the group planning process, consists of seven steps. Impact makes an individual aware of the steps which should be used when planning any activity or event. The steps, depending on the nature of the project, may be used in various orders. The steps include brainstorming to identify concerns, narrowing concerns, determining goals, deciding what needs to be done, forming a plan, acting on the plan, and analyzing the project.

Impact is easily incorporated into home economics classes. As a result, home economics classes have a method for responding to school and community needs. For example, one mini-chapter (class) in Missouri, upon completion of a toy safety unit, brainstormed to identify the needs of the school and community related to toy safety. They decided to help the local Jaycees in their "Toys for Tots" campaign. The plan included making collection containers for toys which were placed on the school campus. One of these was placed in the foyer of the high school gymnasium. A work schedule was developed so that a member was responsible for staffing the toy collection area at each athletic event. Once collected, necessary repairs were made on the toys to make them safe. Then members helped the Jaycees distribute the toys to children of needy families.

Thus, Impact projects are student planned, directed, and implemented and so are responsive to individual needs. Future Homemakers of America provides the tools for individual members and chapters to be responsive to their own needs as well as those of the school, family, community, and state.

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"Home Economics Under Lock and Key"

Billie Foster
Instructor
Juvenile Justice Center

The 1976 vocational education legislative amendments support the need for outreach programs directed at providing home economics knowledge and skills to populations not typically served through public school programs. Incarcerated youth is one group which can benefit from basic life skills programming. Such programs are directed at helping youth adjust to the outside world more effectively upon release from a correctional facility. I work in one such outreach program.

Program Location

The Kansas City public school system has offered home economics programs for incarcerated youth for fourteen years. The Juvenile Justice Center in central Kansas City provides facilities for one such program.

Cooperation between the Jackson County Juvenile Court System and the school district of Kansas City helped to create the program. When we first began, we worked in facilities which housed older male detainees. Materials and supplies for the program had to be secured from a variety of sources. Modifications in plumbing and electrical connections were necessary in order to equip the facility for use. When the new Juvenile Justice Center was planned, home economics facilities were incorporated into the design and the program is now located at the Center.

Program Description

The program I shall describe is one of three designed to serve young people who are involved with the criminal justice system. One of the programs is similar to mine in that it emphasizes consumer homemaking, basic life skills. The second program is occupationally oriented. Students in this program are on probation. They operate a simulated restaurant and receive industrial experience. My program and the one similar to mine serve youth under lock and key and currently two teachers work with the program. I am responsible for working with females, the other teacher works with male detention inmates.

Students Served

The detention facility serves any child who enters the Kansas City criminal justice system. They live in the facility and may participate in the home economics program. Students' ages range from eleven to seventeen and the seriousness of the charges against them may include being labeled as a "runaway" all the way to homicide. About four hundred students are served per year. Classes are racially mixed, represent a variety of socio-economic levels and include students who may suffer mentally or physically handicapping conditions. Classes are segregated by sex as the court determines when students will be scheduled into classes.

Class periods are forty-minute double periods with student attendance dependent on their length of stay. They may be with us only one day, several weeks or longer. Students attending home economics are accompanied by court personnel as they leave their cells, walk to class and return to their cells. The average class size is fifteen and a court supervisor remains in class while instruction takes place.

Instruction

Because students attending the home economics program at the detention facility are so diverse, instructors of these students must be very creative. Typical unit and lesson planning strategies will not provide the total answer. Flexibility and ingenuity are essential qualities needed by teaching staff. Individual attention to each student's instructional needs is critical. Typically, the curriculum emphasizes clothing, textiles and apparel products, nutrition and food management, and family relations and parenting education. This curriculum is supplemented with a number of materials which are teacher made. In the clothing area, for example, a teacher-made direction sheet was developed for three construction projects. Because students often have reading difficulties, a modified instructional guide was developed which stresses functional reading ability. Commercial pattern guidesheets are introduced once beginning mastery is achieved.

An additional instructional technique includes peer teaching. Since many students are in class for only short time periods, it is often necessary to repeat processes numerous times. Students who have achieved mastery of selected concepts assist the teacher in repeating instructional content to new arrivals. Pretests are also useful tools in helping the teachers assess student learning readiness. Students may choose to complete a variety of tasks under the teacher's guidance. Their choice is based on their previous record of experience, and the length of their stay. Even though a student may attend class only one day, s/he can usually complete a clothing construction project and leave with a tangible product in hand, e.g., aprons, pot holders, cosmetic bags, toys, scarves, shorts and tops.

Students receive consistent reinforcement in vocabulary building, self discipline and human relations skills. These areas are extremely critical in the outside world to which they return upon completing their sentence. To reinforce these skills, the teachers model appropriate behaviors, e.g., manners, voice modulation, maintaining a calm demeanor in times of stress. Time management is also stressd consistently. Since a student's stay is so variable, it is imperative that s/he use time to the fullest when completing assigned tasks. A chart illustrating time management skills is posted and students are asked to refer to it as they organize and work toward their goals.

A typical week will involve group presentations during the mid-point of the week while the beginning and end of each

week is used to complete independent study projects. Teacher-made booklets are used during these time periods and supplemented with filmstrips, worksheets, and hands-on laboratory or simulated experiences.

When working in a Detention Center environment, it is essential that a predictable atmosphere be established. Because these students come from threatening and/or disruptive environments, predictability can provide a calming influence. Once students have selected projects to complete, they are referred to task lists which itemize the steps to be performed. As a result, students and the teacher can keep track of individual progress. Task lists enable the teacher to manage numerous student activities more efficiently.

Student Reaction

Students attending the program appear to appreciate its availability. Signs of this are evident in what they have told us. For example:

- A female inmate wrote a poem expressing how useful she felt the class was to her. The last line of her poem states:

  Homemaking is fun you see,
  so don't ever take it away from me.

- A male student charged with murder said:

  I am so glad to have . . . come to this class because I now can prepare foods so that I won't have to . . . eat sardines everyday. My father had very little knowledge of how or what to prepare for us when our mother left us.

Teacher/Administrator Reactions

Working in a detention facility is very demanding, but the rewards are many. They include:

- an increasing number of requests by students to participate in home economics
- observing students who have left the Detention Center utilize home economics skills in the "outside world"
- watching students who have achieved little or no success in their daily lives finally receive recognition from others for their efforts
- the satisfaction of helping others improve their interpersonal relationships

Finally, through working with this program, I have seen just how essential home economics is in helping young people adapt to the larger society both socially and economically.

Administrators in both the Kansas City public school system and the juvenile court system feel that the program has been successful. Pat Tennison, Coordinator, Career Education points out: "Public Law 94-482 encourages school districts to provide outreach programs for youth giving consideration to programs providing services for courts and correctional institutions." The program at the Juvenile Detention Center "proves that home economics is responsive to the needs of . . . school age boys and girls who are in the juvenile justice system."

D. Dean Askeland, Director of Jackson County Juvenile Services and David R. Spivey, Chairman, Residential Services express support for the program. Both administrators feel that the program helps incarcerated youth develop skills in "working together" and in becoming more effective, contributing family members.

Young people in detention settings need the support that home economics instruction provides. When they come to us, their self concepts and ability to function positively as individual and family members are low. Our program is directed at improving the basic life skills of these individuals. Vocational funds have helped us supplement the classroom resources available for this program as well as improve the total curriculum. Our program illustrates how the cooperative efforts between public agencies and the support of federal funds have been combined to impact positively on youth.

Preventive Health Care

A resolution adopted by the AHEA Delegate Assembly at its 1982 Annual Meeting.*

WHEREAS, The family can be a major source of basic health care maintenance and education, but methods of financing health programs focus on the provision of professional medical services and institutional care for medical conditions already present; and

WHEREAS, A large portion of the Nation's health expenditures is for health care costs for conditions which, to some extent, can be prevented; and

WHEREAS, Health care is the third largest industry in the United States, yet preventive health care services account for less than 3% of the total national health expenditure; therefore, be it

RESOLVED, That the American Home Economics Association, in joint efforts with appropriate associations representing the health professions, support family health care programs, services, education and research, funded both publicly and privately, which encourage a preventive rather than a crisis approach to health maintenance; and, be it further

RESOLVED, That these programs and services be encouraged to include: outreach programs to increase public awareness of currently existing programs; education in nutrition and health; and preventive health care to meet developmental health needs for the general public with special emphasis on such groups as infants, pregnant women, and the elderly.

*Submitted by the New York State Delegation.

Coping With Crises

Janet Hawkins
Instructor
Cooter R-IV, Missouri

"Coping with Crises" is a course which has recently been added to the Cooter R-IV home economics program. The school has a total of one hundred thirty five students. The program illustrates how home economics is responding to the students and community in a rural setting.

Program Design

Communication and coping skills help individuals get along with others in the home and work world. As a home economics teacher in a rural setting, I observed a noticeable lack of these skills among my students. When I met with my program advisory committee in the fall of 1980, I brought my concerns to their attention. Advisory committee members agreed that they, too, were concerned that home economics students develop more effective communication skills.

As a result of the advisory committee's recommendation, I set out to devise a course which would respond to these concerns. The course was first instituted in the spring term, 1981. I used the fall term to devise the curriculum content and develop rapport with students so they were prepared and felt comfortable enough to participate in such a course.

The course consisted of the following units: stress, understanding parents, communication, popularity, loneliness, rejection, independence, divorce, mental illness, death and dying, and where to go for help.

To help carry out the course, I used materials from the American Guidance Service entitled: *The Coping with Crises Manual.* This resource includes a series of booklets which students were responsible for reading one day a week on an individual basis. During the latter part of the course students were responsible for teaching others about the concepts contained in these resources.

The Instructional Program

Each of the units in the program included a series of experiences incorporated to increase the individual's ability to cope with stress. Some examples include:

I. To help the student develop positive ways to deal with emotions that cause stress, ways of coping with stress more positively were identified including techniques related to: day dreaming, thinking of happy events, or talking to a friend.

II. To help the student use communication skills to increase an understanding of their parents, students were asked to interview parents to find out what they were like as teenagers, their ambitions, their conflicts. Roleplaying how parents would react to situations enabled students to realize why parents ask so many questions.

A family night was used to involve students and their parents in activities together. Communication was furthered when both students and parents saw another side of one another.

III. To help the student develop, process and return messages efficiently, describe methods of communication without words, and list places to seek help when communication breaks down, the following activities were used:

Charades were used to help students develop skill in conveying messages nonverbally. They were given words to act out such as anger, boredom, happiness, and impatience.

A toothpick game was used to illustrate how questions help us to clarify communication. A sender (person communicating) lays down 7 toothpicks in a pattern. S/he then explains to a receiver how to arrange his/her given toothpicks in a similar pattern. The receiver can ask no questions the first time. A second round is played and the receiver can ask questions. Receivers find they can now easily duplicate the sender's pattern when they can ask questions.

The unit ended by brainstorming about people and agencies which can help when communication breaks down.

IV. To help the student state examples of desirable and undesirable popularity, brainstorming was used to identify popular and unpopular behaviors and how these behaviors affected individuals.

V. To help the student differentiate between loneliness and being alone and to identify ways of combating loneliness, roleplaying was used to identify ways we all deal with loneliness. Ideas on combating loneliness surfaced such as working on projects, making new friends, or trying a new hobby. Students talked with new students who have moved into the school district to find out how they cope with loneliness.

VI. To help the student identify ways in which students reject one another and describe ways of coping with rejection. Terms such as scapegoat, prejudice, and stereotype were defined. A check list rating people with certain characteristics (blind, amputees, drug addicts) was used to assess personal prejudices. To develop empathy for handicapped persons, students placed cotton balls in their ears, wound a scarf across their eyes to simulate blindness and tied one arm down at their side. Reactions to themselves as handicapped individuals further confirmed feelings of rejection.

VII. To help the student identify methods of gaining independence, relate the need for limits to attaining life satisfaction and cite problems which occur from too little and too much protection, rules parents establish for their chldren were listed and the reasons why these rules are set were clarified.

VIII. To help the student identify characteristics of individuals who have a higher divorce rate, explain different types of

divorce, and identify stress families encounter during and after divorce, different types of divorces were reviewed. Divorce laws were presented by a lawyer in the community. Case studies were used to help students analyze problems families encounter through separation and divorce.

IX. To help the student list factors which promote mental health, and understand different ways of treating mental illness, crises commonly encountered by individuals were identified. Examples of coping strategies were analyzed. Treatments of mental illnesses were identified and explained.

X. To help the student prepare for, understand, and accept death, a minister, a funeral director, and a florist visited with the class. A funeral home and cemetery were visited. Readings were given orally concerning death, reincarnation, terminal illness, cremation, and careers in pathology. Students wrote their own eulogy and obituary. Discussions were held dealing with embalming, cost of funerals, markers, cremation, funeral services and wills.

XI. To help the student identify various places to turn for help, counseling helps were identified such as a teacher, church representative, psychiatrist, social worker, or friends. A nearby crisis center was identified and their hot-line number posted at school.

The course I have described has been offered once. Because our semester courses are on a rotation schedule, it will not be offered again for several more semesters. Students who took part in the class are now better prepared to communicate with parents, teachers, and peers, to cope with periods of stress in their lives, and to call upon resources to help them in times of crisis. Also, the course helped students further clarify their career goals. One of the students in the class has chosen to become a funeral director as a result of our experience with the Death and Dying unit. A continuing need for the course will exist since today's youth are faced with many problems. Because of the success of the first effort, I anticipate that the course will attract more students when next initiated.

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Consumer Homemaking for the Foreign Born

Ione Carolyn Doerbaum
Adult Educator
Waynesville Area Vocational School
Waynesville, Missouri

The responsiveness of home economics to diverse audiences is captured in a unique program directed at serving foreign-born individuals. The setting is a military community and the participants are wives of American servicemen. Program outcomes are directed at helping individuals function effectively in a new cultural setting.

Program Background

Fort Leonard Wood is a large military base located in the south central section of the state of Missouri. Numerous programs are provided by the military to help families function effectively in a military setting. Community teachers, educators and state department of education personnel identified the need for a program directed at helping foreign born persons become more adept at functioning in the American culture.

The number of foreign-born individuals at the base fluctuates constantly. One estimate ranges from a low of 300 to a high of 1000. Ninety percent of these individuals are Korean. However, there are also Vietnamese, Japanese, German, Spanish, Greeks, Turks and Pakistanis represented. Currently the class I am working with is 100 percent Korean. Three factors appear to influence this group's participation. They are: a) more American servicemen are married to Korean women than other cultural groups, b) cultural and social loyalties appear to influence participation, and c) the teacher's aide working with the program is Korean and recruits students from this cultural group.

Program Orientation

Anyone working with the foreign born must acquire some understanding of their culture in order to meet their needs. Many books are available which clarify the traditions and behavioral patterns of the culture. Two other factors influence my effectiveness as a teacher of this particular group. The first is my involvement in a Beginner's English School for the Foreign Born of which I am director. The second is that my husband and I lived in Korea for two years. Therefore, I am able to identify with the students' home location.

In addition to my own background, I have found help in my work in the writings of Havighurst and Neugarten, and Blume. Havighurst and Neugarten[1] described individuals with a European or Oriental background as follows: "Most of these people from Europe and the Orient come without knowledge of English and with few useful occupational skills." These characteristics still appear to be true today. Many of my students have a limited vocabulary in English and have been in the United States from a few weeks to a few years.

Blume[2] stresses two theories of learning which have served as guides for me. They are: a) "acquiring new information" and b) "discovering the *personal* meaning of that information." "Information itself is useless" until the individuals link the information to their own lives.

Working with Students

In teaching the foreign born, I follow several guidelines. First, in working with the group, it is extremely important that the teacher be conscious of the infinite worth of each individual. The foreign born person may already suffer from a sense of inferiority because of language and cultural barriers. In the case of the Koreans I work with, *self-hood* is extremely important. To damage one's self-hood could cut off potential relationships and create an enemy. Instead of employing the traditional technique teachers use to maintain order and student attention, I stress that I or they will "lose face" if we do not complete our work tasks or follow the directions which are part of a project.

The second guideline I follow in working with this group is to allow them to take a major role in setting class direction. I continually assess the directions they would like to pursue. Predominantly my students request experiences in the foods and clothing areas. However, I interject additional areas of study by integrating menu planning principles, nutrition information, and consumer buymanship into these instructional areas. From past experience I have found that although I may be intensely interested in a topic, if the students are not, they sit passively through class and then elect not to return after that meeting.

Third, I view myself as a resource person instead of as the sole source of classroom knowledge. Often individuals unfamiliar with the foreign born view them as illiterate or uneducated. We must remember that though they may not be fluent in English, many are well educated in their country and have learned numerous homemaking concepts. When I assist my group with a specific food preparation project, I identify and demonstrate the use of all supplies and materials with which they may be unfamiliar. Because English terms may not be well understood, materials for class use are written both in English and Korean. The interpreter/teacher's aide who assists me is available to further clarify terminology and processes. Students help me see food preparation strategies from their cultural viewpoint and I try to do the same for them. In other words, each of us has something to contribute to the other.

Fourth, I try to relate to each student as a person. It is important that they know that I am concerned about them as more than just a student. They appear to be particularly adept at reading human feelings and know in a moment whether one has a genuine interest in them. Perhaps because of their limited facility with language, they depend upon non-verbal language as the principal way of determining meanings. I try to be present at the special programs in the community that will help me identify more closely with my students.

Fifth, while teaching, I function as part of the group rather than standing in front of the class. My placement in the class seems to influence the freedom class members feel to express themselves. Students also participate in class presentations as much as possible, so that even the shy, less knowledgable student becomes involved in group activities.

Finally, I try to reinforce a strong group affiliation among the

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[1]Robert J. Havighurst and Bernice L. Neugarten, *Society and Education* (Boston, Massachusetts: Allyn and Bacon, Inc., 1967), p. 303.

[2]Robert Blume, "Humanizing Teacher Education," *Teacher Education: Trends, Issues, Innovations* (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1974), p. 139.

New Directions for Re-entry Women

Marci Lower
Coordinator
New Directions Center
Columbia, Missouri

Bea awoke one day to find her husband, 42, had suffered a stroke during the night. After extensive medical care and physical therapy, Bea's husband is confined to a wheel chair, the family's savings are gone and disability insurance barely covers the monthly mortgage. Bea must make some decisions for the financial security of the family's future; her three children and disabled husband are depending on her.

Bea is one of several hundred women New Directions Center serves each year with a wide variety of vocational counseling services. New Directions was established in 1978 by the adminstration of the Columbia School District, Adult Vocational Division and is largely funded by the Division of Career and Adult Education, Missouri Department of Elementary and Secondary Education.

The Vocational Amendments of 1976 outlined the client categories and services which are available at New Directions Center. Clients served include displaced homemakers (persons needing training or employment due to separation, divorce, widowhood, or the disability of spouse), single head of household, homemaker seeking employment or a person seeking employment or training in a non-traditional occupation.

Although the re-entry women coming to New Directions are from a wide variety of socio-economic, age, racial and educational backgrounds, project experience to date has clearly demonstrated that displaced homemakers and other qualified clients share several unique problems which limit their ability to become successfully employed. These problems include: (1) the lack of vocational skills suitable for the current job market, (2) the absence of information on personal career goals, (3) incomplete information on suitable, available skill training and educational programs, (4) poor employment-seeking skills, and (5) a low self-concept.

New Directions Center provides eleven basic services for clients. In sequence, they are: initial contact information, intake interview, individual vocational counseling, vocational interest/aptitude tests, job-seeking, skill development classes, resource center, social service referral, training program referral, job development, and job placement.

Initial Contact

a. *Agency Referral*
The client is referred by an agency, psychiatrist, marriage counselor, attorney, or other individual. The N.D.C. secretary receives the call, determines the client's eligibility, and schedules a one-hour Intake Interview with a counselor.

b. *Self-Referral*
The client calls to inquire about services s/he has seen or heard advertised. The secretary receives the call, determines eligibility, and if eligible schedules an appointment with a counselor.

Intake Interview

The client will complete an individual Assessment Plan which determines basic client data, current resources and needs, education, work and volunteer experience, future training/education interests, and potential use of N.D.C. services.

Individual Vocational Counseling

Private forty-five minute sessions are aimed at furthering the client's understanding of his/her potential and developing steps to achieve career goals. The client (and counselor) will develop an Employability Plan and explore available training programs, tuition assistance, on-the-job training, and other employment opportunities, then make contact with key individuals. During the individual sessions, vocational interest/aptitude tests may be taken, resumes developed, and job interviewing may be practiced.

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students. Learning seems to take place more rapidly and the degree of participation is higher when rapport among class members is developed. We try to get to know each other not only as class members but as members of other groups such as English class members or church groups. Finding others we know in various groups to which we belong increases the degree of interaction among students and breaks down barriers to participation in activities.

The techniques used with this class appear to increase its effectiveness. Enthusiasm for the class and willingness to participate continues to remain high. The class has won the support of American husbands. They remind their wives that it is class night. As the class ends, it is not unusual for the husbands to come into the classroom anxious to see what projects their wives have completed. A number of the students from the class have learned skills with which they are unfamiliar. They are able to invite American guests to their home and demonstrate their new home economics skills successfully. They are better able to participate in American traditions which had been unfamiliar to them.

It is thrilling to have students return to class and tell about how they have applied their new learnings in their own home. One student called me just to say: "Thanks, you've given me confidence. I baked and decorated cookies for my child to share at school. The teacher was so proud of me and so was I proud of myself." Teaching the foreign born is a challenging, exciting and unique experience.

Vocational Interest/Aptitude Tests

A variety of inventories are available for client assessment. These tests are administered individually or in a Job/Life Planning Workshop.

a. *Self Directed Search,* by John L. Holland, a guide which indicates several occupational areas which would be compatible with individual interests.

b. *Strong-Campbell Interest Inventory,* by E. K. Strong, Jr. and D. P. Campbell. A computerized printout assists the client in understanding her/his work interests as compared with people already working in a wide variety of careers.

c. *Missouri Card Sort,* by R. N. Hansen and J. A. Johnston. The client sorts cards (printed with a wide variety of career options) to determine likes and dislikes. The counselor is actively involved in the determination process.

d. *Career Assessment Inventory,* by Charles B. Johannson. A computerized printout based on the Holland Code assists clients in determining occupational interests.

Group Vocational Counseling

Job/Life Planning Workshop

The New Directions for Homemakers Workshop involves clients in completing the Self Directed Search, exploring the world of work vocational training programs, planning long-range career goals, clarifying values, investigating jobs, and preparing resumes.

Workshops

A variety of workshops are provided for clients so that they may gain confidence in themselves by realizing their strengths, interacting with other people having similar problems, developing peer support, and especially, developing skills for seeking employment. These workshops are open to the community with qualified clients receiving preference. Seminars on time management, interviewing skills, resume preparation and career planning are a few topics presented.

Vocational Training

Counselors recruit and refer all appropriate clients to vocational training programs and Adult Basic Education classes within the central Missouri area.

Current course information and enrollment applications with the deadline dates and tuition information are available on all current day and evening vocational and educational courses. CETA training, for Licensed Practical Nurse, Nurse Aide, Clerk-Typist, and Truck Driver, is encouraged for qualified clients.

The New Directions Center— Altrusa Vocational Scholarship

In the fall of 1981, the Columbia Altrusa Club established a vocational scholarship fund to be used for women needing financial assistance to upgrade their vocational skills or complete their education for career advancement. The scholarships are awarded for full-time or part-time vocational training programs. The training will qualify a person for employment or will provide re-training that will move a person from a low-level-skill job to a skilled occupation.

New Directions Center clients may apply for partial tuition and textbook scholarships (up to $100) by completing an application packet available with assistance from a New Directions Counselor.

Resource Center

A wide variety of career development reference materials are available to clients. This includes files with materials on all major employers in the community (application, history about the firm, career opportunities, company expectations, etc.) and files on vocational-training schools and colleges; files parallel the Occupations Finder, Self Directed Search containing information of specific careers. A library contains reference books on such career development topics as resume preparation, career description, how to get a job, etc. Pamphlets describing training programs, legal information and social service agencies are also available.

Social Service Referrals

Information on all available social services in the community is available. This includes child care, clothing, counseling (personal, financial, family, alcohol/drug), housing, transportation, dental care, abuse and crisis information/support.

Job Development

A career counselor works part-time contacting employers to develop employment leads. This approach provides vital assistance for the clients completing training and other clients needing immediate employment. New Directions clients are usually mature, hardworking, and stable and make excellent employees.

Job Placement

The staff is responsible for directing job-ready clients toward employment opportunities. This entails: (a) keeping informed of all available employment opportunities, (b) contacting appropriate employers concerning the time frame for submitting applications and the process which will be used for screening and interviewing applicants, (c) making a follow-up contact with the client to determine satisfaction and adjustment to the job, (d) making a follow-up contact with the employer to determine employer's satisfaction with the referred client's ability, and (e) recording all employment related information in the client's Employability Plan.

During the past four years, New Directions has assisted approximately 1,500 women to develop their career goals, increase their self-confidence, use education and training opportunities in the community, and to become employed.

The Past and Future

For two years (1979–81) New Directions received CETA funding which provided staff for individualized outreach to the minority and economically disadvantaged in the inner city and rural areas of the county. Supportive counseling and job placement services were very effective with this program which maintained an over 80% placement rate. The CETA staff worked one-on-one with the continuous encouragement and support so necessary for the low income population.

Another effective CETA funded project New Directions

sponsored for one year (1980-81) was the *Preparation for Release* program for female offenders at Renz Correctional Center (Missouri's female prison). A counselor and part-time instructor worked with the women who were to be released and assisted them in developing life skills (child care, consumer skills, interpersonal relations, vocational/career goals and job seeking skills for re-entry into their home community). The CETA funded portions of New Directions Center were terminated October 1, 1981.

The major funding source for the establishment of New Directions Center and for 79 percent of the present total budget, has been federal monies provided by legislation approved by the Vocational Amendments of 1976. With reauthorization scheduled for 1982, the continuation of federal funding is unknown at this time. We do not know that local support is vital for continued existence in any form.

Additional facts pertaining to women workers and displaced homemakers can be obtained from: U.S. Department of Labor, Women's Bureau, 200 Constitution Avenue N.W., Washington, D.C. 20210 and from the U.S. Department of Labor, Women's Bureau, Region VII, 911 Walnut, Room 2511, Kansas City, MO 64106.

There are estimated to be from 3 to 6 million displaced homemakers among all social classes, races, and ethnic groups.[1] During the next decade, these millions of displaced homemakers will need marketable skills to compete for good jobs in promising occupations. The displaced homemaker is subject to one of the highest unemployment rates of any sector of the labor force. Among all families, 1 of 7 was headed by a woman in 1979 compared to 1 of 10 in 1969. Fifty percent of poor families have a woman as their head. Most women work because of economic need. In 1979 about two-thirds of the women in the labor force were single, divorced, widowed, separated or had husbands earning less than $10,000.[2] Vocational counselors and educators are in an important position to help displaced homemakers and other special groups prepare for the job market.

[1]Women's Bureau, U.S. Department of Labor, "Women in Population, 16 Years of Age and Older, March, 1976," (Washington: Bureau of the Census, U.S. Department of Commerce, 1976).

[2]U.S. Department of Labor, "Twenty Facts on Women Workers," (Washington: Women's Bureau, U.S. Department of labor, 1980).

Creating a Healthy Future

In one of my favorite and most stimulating journals, *The Futurist,* I found an article in the August 1982 issue especially noteworthy. Titled "Beyond Health Care: Creating a Healthy Future," it was written by Trevor Hancock, a community physician and visiting professor at the University of Toronto and an associate medical office with the Department of Public Health in Toronto. The following quotes should provide the flavor and an enticement to read the article.

"The health care system, which is actually an illness care system, plays a quite minor role in determining our state of health. . . . The most important factors in health are life-style and environment."

"It seems logical and probable that future improvements in health will result from changes in our individual and collective behavior and in our physical and social environments rather than improvements in the health-care system."

"Today's major health hazards are heart disease, stroke, cancer, accidents and mental health problems . . . The factors responsible include diet, alcohol and tobacco use, stress and occupational exposure. . . . How to alter these factors is a social problem, not a medical one.

"The most immediate—and probably the most influential—factor affecting the health of individuals is the family."

Recruiting, Re-educating, and Placing Elders Within the Community

Shelba Branscum
Director
"Work Again Project"

Work roles are important to older persons as they are to all of us. Many meaningful relationships derive from work situations over the course of a lifetime. Loss of the work role means a loss of or a change in many of those relationships.[1] Research has noted the dissatisfaction that often pervades the lives of men no longer involved in productive work.[2] The dilemma of the aged in our society is indeed complex. The answer, at least in part, must be in education.[3] Education of older people must become a part of society's plan for the future.

Elders are receptive to and capable of learning. However, they seem to be reluctant to approach certain kinds of programs, e.g., vocational schools, community colleges, or universities. In practical terms, educators must restructure the nature of formal education opportunities to allow for and encourage later participation.[3] Out of these problems and concerns developed the objectives and impetus for the WORK AGAIN PROJECT.

On July 20, 1980, the office and staff of the WORK AGAIN PROJECT became functional. The major objective of the project was to create, implement, and evaluate a program to place elders in the working world. Funding for the project was provided by a direct grant to the Department of Home Economics at Southeast Missouri State University from the Research Coordinating Unit, Missouri Department of Elementary and Secondary Education. The WORK AGAIN PROJECT was organized around four phases: recruitment and application; assessment and education; placement into community jobs; and follow-up evaluation of the placement. The design of the project proved to be efficient and effective for processing people at least fifty-eight years of age in an effort to re-establish them as "working people." A total of eight southeastern Missouri communities in four counties were serviced by the WORK AGAIN PROJECT. The WORK AGAIN model was established in each community using donated facilities. The use of existing facilities proved to be a feasible approach for establishing offices in different locales. Volunteer personnel with professional and business backgrounds were available to assist at each location. The central office was located at the Eldercare Center on the Southeast Missouri State University campus. The WORK AGAIN staff consisted of seven part-time people averaging about 20 hours per week. The staff positions were composed of Director, Project Assistant, Recruitment Coordinator, Placement Coordinator, Job Development, and Trainer Supervisor. Four of the seven staff members were over the age of 64 years.

The participants in the WORK AGAIN PROJECT ranged in age from 58 years to 93 years. The participants indicated a preference for indoor work, small group situations, and not more than twenty hours of employment per week. Transportation presented no difficulty in finding jobs and participant health was in the "good to very good" range. Sixty of the participants had finished high school and nine had college degrees. The socio-economic level was primarily the lower middle and middle range.

A series of workshops and mini-courses were developed to prepare elders primarily for employment or volunteer positions. The workshops developed were (1) Elder Sitting, (2) House Sitting, (3) Demonstration Techniques, and (4) Interviewing for Jobs. The workshops involved from three to ten people and were conducted by community-based volunteer teachers. The workshop teaching outlines were developed by the teacher, Project Training Coordinator and Director. Each of the workshops was from seventy-five minutes to two and one-half hours in length. Very informal discussion, question-answer, role playing or demonstration approaches were utilized. Each of the students was evaluated in written and verbal form at the end of the workshop.

The mini-courses develped were (1) Mothers' Care Program, (2) Home Plant Care, (3) Small Appliance and Home Repair Program, and (4) Widow Support Volunteer Training. Each mini-course involved from six to eight contact hours in two-hour sessions. The Home Plant Care and Small Appliance courses were taught in conjunction with the Cape Girardeau Vocational School, utilizing their facilities and staff. The Mothers' Care course was taught in conjunction with the Cape Girardeau Childbirth Preparation Classes. The VIVA (widow support) classes were taught in conjunction with the St. Francis Mental Health Center. Evaluations were completed at the end of each mini-course. The mini-courses involved three to eight students. Several classes were developed involving a series of open-ended, regularly scheduled sessions on ceramics, knitting, square dancing and crocheting. The ceramics, knitting and crocheting were taught with the idea of developing skills that could produce income. The square dancing was generally for exercise. The teachers for all of these classes involved elders who had indicated an interest in teaching. The enrollment varied from three to ninety students and the sessions were about sixty minutes each week. The classes were held in community facilities.

Placement was made as soon as training was completed and the job and applicant could be matched. The people interested in arts and crafts or social activities and programs, or non-

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[1]J. Hendricks and C. Hendricks, *Aging in a Mass Society* (Winthrop Publishers, Inc., 1977).

[2]Robert Havighurst, "Personality and Patterns of Aging," *Gerontologist*, 8 (1968), 20–23.

[3]G. W. Rebok, "Aging and Higher Education: Prospects for Intervention," *Educational Gerontology*, 6 (1981), 39–48.

occupational education were processed immediately without the assessment-training phase. Once placement in any area was accomplished, a follow-up contact was made. The job satisfaction of the employee or applicant was assessed and recorded. Very few problems occurred in placements.

Examples of Job Placements and Volunteer Placements

Labor Category
- Plumbing
- Painting
- Handyman/woman
- Carpentry
- Electrical
- Maintenance
- Custodial
- Hostess

House Skills
- Housekeeping
- Ironing
- Plant Care
- Cooking

Sitting
- Elder
- Child
- House

Business
- Shipping Clerk
- Ticket Agent
- Answering Service
- Solicitor
- Retail Clerk
- Market Researcher
- Typing
- Receptionist

Educational
- Instructor's Aide
- Mini-Course Instructor
- Workshop Facilitator
- Consumer Class Instructor

The Tennessee Self Concept Scale was used to measure the pre- and post-job placement self concept. The hypothesis was that job or volunteer placement would have a positive effect on the self concept of the elders. The elders were tested during the initial interview at the WORK AGAIN office at the time of applying for work. Sixty days after a satisfactory placement period, the post test was given in the exact same manner as the initial test. The average delay between pre- and post-test was about three months. The pre- and post-test scores were then compared and the results showed high, consistent, positive gain in self concept percentiles.

From July 1, 1980, until the present, the WORK AGAIN PROJECT accomplished more in the area of senior citizen involvement and job placement than any other agency or project in the region. During that time, over two hundred people had applied for employment and were placed in jobs. The placement percentage was ninety-three percent for the same time period. Over fifty volunteers were placed into community positions with approximately half of them completing preparatory programs. One hundred people participated in educational presentations or classes taught through the project, and 3,835 people participated in socially oriented activities such as square dances, open houses or musical programs. The social groups were used primarily to recruit and publicize the project and to provide opportunities for social stimulation. A total of 2,883 involvement contacts were made during the first year. The second year senior citizen involvement increased to four thousand. In one and one-half years of operation the project has prepared, found jobs, placed and generally involved over 6,800 people over the age of 58 years.

After two years of operation, several recommendations reflect the findings and accomplishments of the WORK AGAIN PROJECT. (1) Vocational and continuing adult education is an important link for older people to remain active and involved, especially in light of the new findings in cognitive research with elders. Education is the key to employment of older people. (2) The traditional young adult approach to vocational education is not the approach most effective for elders. New methods, non-traditional classrooms and evaluation methods need to be developed and implemented when working with the aged. (3) Research on self image is needed to determine the extent that meaningful involvement of elders in work influences their self concept and life satisfaction. (4) The WORK AGAIN community model is a viable approach to recruiting, educating, and placing elders in working positions, and it can be duplicated with a minimum of staff and facilities.

Vocational and adult educators should be alert to the opportunities to stimulate and revitalize elders, especially in ways which will improve their financial status. The WORK AGAIN model is a simple, systematic approach to a step-by-step involvement of elders in the community and an approach which lends itself to volunteer support and coordination within a community.

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Did you know . . .

That 1500 young women and men attended the National Leadership Meeting of FHA-HERO in Atlanta last July?
That 3 of the 12 national officers they elected are young men?
That the National Membership of FHA-HERO is now 400,000? in 12,500 chapters?
That the 1983 National Conference will be in Washington, D.C.?
That these young people are thinking about such concerns as

- teenage pregnancy
- changing roles of women and men
- energy conservation
- care for the elderly and handicapped
- fitness and nutrition
- drug and alcohol abuse
- vocational education
- community service

(From a news release provided by FHA Headquarters)

What is Responsiveness?

Joan Quilling
Assistant Professor
Home Economics Education
University of Missouri-Columbia

"Responding"

You held out your hand
I grasped it
You asked for my help
I gave it
Responsiveness entails commitment
Yours/Mine

Society today depends upon the responsiveness of individuals to one another as never before. The poem reflects this need. Human interaction, human caring for others creates a sense of well being and fosters positive growth in others. Only through our ability to respond to one another in effective ways can we begin to grapple with the problems facing us. Among these:

- helping those from the culture of poverty begin to achieve success
- assisting youth in forming sound nutritional habits
- creating home environments responsive to individual needs
- meeting the basic needs of individuals for adequate food, clothing and shelter

Responding to people today calls for strategies different from those used in the past. Home economics educators have typically responded to indviduals in secondary and adult settings which are formalized within established institutions. Experiences are planned for people to help them achieve success in food preparation, clothing construction, home design and other subject areas of the field. Activities carried out in educational settings tend to be goal- rather than role-oriented.

Glaser,[1] suggests that such an emphasis should no longer predominate. He feels that the need for societies to emphasize goal orientations ended about 1950. From that time to the present he points out that we are in a "Civilized Identity" era, a time period that is dependent upon cooperation and involvement to achieve success. Further, he suggests that youth today seek an independent role first instead of seeking goals that reinforce the desired role they wish to attain.

Helping people to determine who they are, to examine the many roles people play in society, and to develop a keen sense of self and others is of more importance today than the ability to construct a seam or design a floor plan. Striner[2] adds to Glaser's emphasis but goes one step further. He suggests that if the United States is to compete in world markets, we must begin investing in human capital and ideas. In other words, we must develop people who can competently perform tasks. Then, we must reinvest in them by providing further education, using their ideas to increase productivity, providing a secure environment for them so the fear of job loss is reduced should they suggest innovative ideas which could eliminate their jobs. We must invest in each person as though s/he is irreplacable. This degree of commitment is what is needed if we are to make inroads on the problems we face today. Half efforts and crash programs do little to bring about change and create a cohesive society. Concern for people is the key to increasing the productivity and responsiveness of our society.

Are we people born with an innate sense of responsiveness? Glaser[3] feels that we are. When civilization depended on battling the environment in order to stay alive one more day, man ignored suffering and deprivation in order to survive. Today, however, ignoring deprivation and inequities among people is considered inhumane. The concern for human rights, the constant adjustment of government policy to attempt to create greater equality among families is of continuous concern to state and federal legislators.

Young and old alike are striving to give some meaning to their lives. To help you think about your own capacity for responsiveness, a variety of thought-provoking strategies follow which are designed to create a sense of responsiveness and can be used with your students to facilitate personal growth.

Personal Responsiveness

How responsive are we? If we use words or phrases such as the following, we are limiting our responsiveness. Do we:

order	threaten
preach	argue
criticize negatively	tease
offer unsought advice or diagnosis	use sarcasm

To encourage responsiveness, we can try to:

- Listen to the person's responses.
- Clarify their feelings by restating them.
- Ask open-ended questions.
- Minimize our own response in favor of others.

To develop a sense of self, we can try "Mirror Image." We can look in a mirror for about 10 minutes and:

[1]William Glaser, *The Identity Society* (New York, New York: Harper and Row Publishers, 1972).

[2]Herbert Striner, "Why We Must Invest in Human Capitol," *Vocational Education*, 57:23–25 (May, 1982).
[3]Glaser, *op. cit.*

First, congratulate ourselves on something we feel good about.

Then, reprimand ourselves on something we feel we should improve.

Then, talk honestly to ourselves about who we are.

Finally, speak about ourselves in the third person describing each of our body parts, e.g., Mary has curly hair. She has size 8 feet, etc.

This experience will help us attain a sense of who we are, apart from what other people say about us; it helps us realistically appraise ourselves instead of letting others tell us who we are.

Developing a Sense of Community

We can take a walking tour of various neighborhoods represented by students in our classes, walking with our students, if possible. We can examine housing styles, services available and cultural makeup of the families in the neighborhood and use the information as a basis for helping people learn more abut where they live.

We can spend some time examining recreational opportunities students and their families have available to them or discuss resources available, needs met through the use of these resources, family activities, and the ways in which activities can facilitate communication among family members.

We can visit the Chamber of Commerce, family service agencies and the offices of services, e.g., parks and recreation, post offices, public stations and ask representatives of these agencies to explain the service they offer and the preparation of their personnel.

Group Cohesiveness

We can roleplay newcomers to the community or group and the ways they are accepted and follow-up the experience by interviewing individuals who have newly entered the community to find out feelings they have had to face, making sure to avoid any invasion of privacy.

We can bring in parents of students and ask them to express their feelings about school and its impact upon them and give students an opportunity to identify similarities and differences in how they and their parents feel about this part of their lives.

We can provide students with case situations and help them determine: a) how they personally feel, b) how they would react were they in this situation, c) who could help and d) how they could seek out others to secure the needed help in the situation. Example cases might deal with a fellow student who is having trouble in school, vandalizes the school, or dies.

We can survey community members to find out their concerns, e.g., the clergy, parents, public officials, industrial workers, and then brainstorm ways to deal with one or more of these concerns. We can devise a class or FHA service project to deal with one or more of the surveyed needs, such as improved streets, underfunded projects, needs of children, or consumer concerns and later evaluate the project.

We can prepare character sketches of families including such information as the following: how long they have lived in the community, where family members went to school, how they feel about their community, what they wish they had in terms of education, and post these sketches on the bulletin board for all students to review.

We can research the history of the community or characterisitics of its language, find out how the parents of the students came to the community, what they contribute to the community, what customs are followed by their families. We can present some of these customs in the classroom such as special family rituals, specific food preparation techniques, or crafts produced by family members.

All the experiences noted here are directed at helping individuals develop a sense of self, a sense of the community of which they are a part and a perception of how families and other groups can add meaning to one's life. No one strategy in isolation can accomplish these three things. But as such experiences are integrated into the curriculum, the individual's sense of separateness is recognized and the need for successful interpersonal interaction fostered.

Responsiveness to one's self and others is a skill that needs to be supported. The classroom and community can provide learning laboratories enabling us to test these skills. Their frequent use helps individuals and groups break down the artificial barriers erected in order to feel less threatened and insecure. In a time period when more and more diverse points of view are appearing on the scene, following fixed perceptions of the world around us can only lead to obsolescence and disuse of capacities as well as people. Skilled responsiveness can provide a vehicle through which home economics professionals can impact positively upon people and their environments.

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Twenty-Five Years of Women's Perceptions of Their Roles and A Look Ahead

Jo Ann Fley
Associate Professor
of Higher Education
University of Illinois

In celebrating a quarter century of continuous publication, the editor of *Illinois Teacher of Home Economics* has asked me, as an historian, to consider the question: Where have American women come in the past 25 years and what does the future hold for them?

Since the 1970's have been referred to as "The Decade of The Woman," when the women's movement is said to have constituted a major revolution in American society, one would assume that significant changes and improvements in the status and condition of the American woman have taken place. Yet, like so many topics dealing with women, there is no general agreement on whether any real or permanent improvement in the status of American women has indeed occurred. Nor do critics agree on whether that change, if it occurred, was desirable.

At least three points of view exist among women themselves concerning any change in their status and condition over the past quarter or half century. One point of view asserts that considerable change has occurred in the past 25 years and that the change has been positive. A second position is more pessimistic and argues that while some change has taken place, it is only superficial and infinitesimal compared with both the change that is needed and the length of time women have been struggling to improve their lot. A third viewpoint holds that significant changes have occurred, but they have not benefited either women or society. Indeed, this last argument continues, these changes have been so destructive to society that in order to correct the resulting ills, we must return to some former time when women did not have the freedoms they now enjoy.

Since each of these points of view has a certain appeal and hence persuasiveness, it would benefit us to examine them in more depth. But first, let's consider some background.

Whence Have We Come?

If we are going to consider change that has occurred over the past quarter century, then the first thing we must do is establish our benchmark date—1957—and look briefly at American society and the status of American women at that time. To high school students today, 1957 might well have belonged to the Dark Ages, for none of them had yet been born. Dwight David Eisenhower began his second term as President that year, but the incident which far overshadowed other events in 1957* was the successful launching of the Russian satellite, Sputnik. Sputnik had far-reaching effects on the future direction and financing of American education at all levels. In 1957 the name of the junior senator from Massachusetts, John F. Kennedy, was hardly a household name west of the Alleghenies. Richard M. Nixon was better known as the young, aggressive Vice President of the country. Most Americans would have heard the name of Lyndon Johnson, then majority leader in the U.S. Senate, but few would have known the names of Gerald Ford or Jimmy Carter. Perhaps better known than all of these names was that of Ronald Reagan, whose movies still ran in theatres and on television and who was becoming politically active as a result of his presidency of the Screen Actors' Guild. Few women's names would appear in a list of prominent Americans in 1957, for indeed this was a period when career women, or women who aspired to achievement in fields outside the home, were viewed suspiciously as something less than whole or "normal" women. Eleanor Roosevelt and Margaret Mead, of course, were still living; and Senator Margaret Chase Smith, from the state of Maine, was the only woman in the U.S. Senate. There were at this time no elected women governors of the states, and few, if any, mayors of major cities. A handful of women college presidents, superintendents, and principals were now nearing retirement and would soon be replaced by men. Except for women movie stars and some novelists and writers, young people had few women they could look to as models of success and achievement outside the home.

It had not always been so. By 1957, women had had the vote for 37 years. for the first 10 years after ratification of the 19th Amendment to the constitution in 1920 women continued to enter higher education in increasing numbers. They studied in a wide variety of fields and prepared for diverse careers. The idea of combining career with marriage and motherhood seemed to be viewed as possible and acceptable, part of the charm and strength of the "New Woman" of the 1920's. Women occupied positions as bank presidents and vice presidents, school superintendents and principals, college presidents, newspaper and magazine editors and columnists. Such qualities as "spunk"—independence, courage, determination, assertiveness—and strength of character were celebrated as virtues and qualities that earned the admiration of many men, especially well educated men of affairs who possessed similar charms and strengths.

But after 1929, the country experienced a decade-long depression followed by total war, and these had immeasurable effect on both American society and its women. Job scarcity during the depression prompted the idea of limiting each household to one breadwinner, and so, married women employees were frequently relieved of their jobs. Careers for married women became un-stylish. It was probably during this period that the idea developed that women must choose between career *or* marriage.

The trend which began in the depression reversed itself briefly during World War II. During the war, women were for the first time accepted into the military and into factories and jobs that offered advancement, status and higher pay. Their pay for such war work frequently equaled that of men who held comparable jobs or ranks. In an effort to keep their enrollments up, colleges were more willing to accept women into fields traditionally closed to them such as medicine, science, engineering, and physics. It was no accident that one of the 1977 Nobel Prize Winners for physiology or medicine,

**Illinois Teacher* was born that year but we'll have to concede that it was a lesser event! The Editor

Dr. Rosalyn Sussman Yalow, studied for her graduate degrees in physics and nuclear medicine during the war. Having graduated from Hunter College in peacetime, Ms. Sussman was denied admission to professional school. The only position she could find was that of secretary in New York's College of Physicians and Surgeons. After the war began, she was admitted to graduate study at the University of Illinois and awarded an assistantship. The rest of the story is history.[1]

Many of the advances made by women during World War II, however, faded after the close of the war and throughout the 1950's. With the flocking of veterans to college campuses after the passage of the G.I. Bill, women lost ground. Some colleges restricted the number of women they would accept, while the total numbers of women graduates dropped from 40% in 1940 to 25% in 1950. Furthermore, women were frequently denied entry to graduate or professional programs of study.

In the labor market, women slipped back into the more traditional occupations deemed "appropriate" to women. Choice of work outside the home was confined to low level drudgery work or to such "feminine" occupations as teacher, social worker, nurse, librarian, and the omnipresent secretary. The latter occupations were viewed by young middle class women as respectable ways of passing time until they achieved the ideal of that period, namely, getting married, moving to the suburbs, and rearing a large family. For other women who had to work to support their families (and the number was increasing during this period), opportunities for promotion into higher paying jobs that carried more challenge and responsibility were extremely rare. Not only were women bosses rare, but the few who did exist were regarded by men and women alike as either traitors to their sex or masculine and difficult to work with.

At the same time the choice among occupations narrowed, positions that women occupied were restricted to the bottom of most organizations. For example, while the majority of school teachers was women in 1957, the number of women principals and superintendents had declined steadily since 1928 when 55% of all elementary school principals were women. While the numbers of women social workers and librarians were sizable, few headed their respective departments. While secretaries frequently trained their bosses, their own chances for advancement in salary or status were minimal. On college campuses the percentage of women in the teaching ranks declined from 27.7% in 1940 to 24.5% in 1950 and declined still further during the 1950's. Many deans of women in colleges and universities throughout the country saw their offices abolished and their positions transformed to subordinate jobs under male deans of students. This trend would continue to the point that by the 1970's a dean of women was as rare as a whooping crane.

In many ways, the twenty year period following the close of World War II resembled the period following reconstruction in the South when Blacks were effectively denied the political, educational, and economic rights and opportunities they had gained as a result of the Civil War and passage of the 14th and 15th Amendments. By 1957, it seemed, American woman had reached a low ebb in her position in 20th century American society.

Why did this happen? Why was it allowed to happen? In the early 1960's one researcher sought the answer to this question by examining and analyzing women's magazines as well as textbooks in sociology, psychology, and education for this period. She suggested that a kind of mythical American woman was created by the media and magazines and sold to the public as the ideal toward which women should aspire. The editors and writers, incidentally, were mostly men who, after the war, returned to displace most of the women editors and writers of women's magazines. Whether this mythical woman resulted from those men's battlefield dreams and fantasies is unknown, but little time passed before the dream or ideal, supported by teaching and texts in the schools, became an inflexible prescription for what all women must be. This ideal, or "mystique", as author Betty Friedan called it, dictated that the only respectable or socially sanctioned occupation for women was that of housewife and mother. Women were to find fulfillment through their husbands and children. After conducting a content analysis of *McCall's Magazine* in the early 1960's, Friedan described the norm which the magazine created for its readers and for American women:

> The image of woman that emerges from this big, pretty magazine is young and frivolous, almost childlike: fluffy and feminine; passive; gaily content in a world of bedroom and kitchen, sex, babies, and home. The magazine surely does not leave out sex; the only passion, the only pursuit, the only goal a woman is permitted is the pursuit of a man. It is crammed full of food, clothing, cosmetics, furniture, and the physical bodies of young women, but where is the world of thought and ideas, the life of the mind and spirit? In the magazine image, women do no work except housework and work to keep their bodies beautiful and to get and keep a man.[2]

I graduated from college during the fifties and recall vividly a popular song of the time: "The girl that I marry will be as soft and as pink as a nursery. . . ." I also recall the so-called senior "panic" which those who were not pinned or engaged felt as graduation day crept menacingly closer. This same panic was frequently reflected in the voiced concerns of parents and relatives who blanched at the thought of their daughters becoming, God forbid, pitiful spinsters or old maids. Then there was the inevitable inquiry from new acquaintances, usually male, "Why isn't a nice girl like you married?"

The same image described by Friedan is borne out in an article appearing in *Look* magazine in 1956:

> The American woman is winning the battle of the sexes. Like a teenager, she is growing up and confounding her critics. . . . No longer a psychological immigrant to man's world, she works, rather casually, as a third of the U.S. labor force, less towards a 'big career' than as a way of filling a hope chest or buying a new home freezer. She gracefully concedes the top jobs to men. This wondrous creature also marries younger than ever, bears more babies and looks and acts far more feminine than the 'emancipated' girl of the 1920's or even '30's. . . . Today, she makes an old-fashioned choice and lovingly tends a garden and a bumper crop of children, she rates louder hosannas than ever before.[3]

[1]"Nobel Winner Began as Secretary," *The Courier*, Champaign-Urbana, Illinois, October 26, 1977, reprinted from the *New York Times*.

[2]Betty Friedan, *The Feminine Mystique* (New York: Dell Publishing Co., Inc., 1963), p. 30.

[3]*Look* (October 16, 1956) as quoted in Friedan, *op. cit.*, p. 52.

Friedan claimed that the feminine mystique was not an accurate protrayal of what American women were or wanted to be, but warned that when a mystique was as strong as this one was, it turned fiction into fact and fed on the very facts that might contradict it. The mystique, she asserted, had become a trap and a prison for women. Moreover, she claimed, women had rather passively allowed this to happen to them.

So much for history, let us now return to examine the differing viewpoints about change for women in the 1970's.

***Viewpoint One:* "Much change in the condition of American women has occurred in the past 25 years and it has been real, significant and positive."**

With the above characterization of the status and role of American women approximately 25 years ago, one does not have to think too long nor hard to identify areas where surely women have advanced since 1957.

Holders of this first viewpoint usually note the greatly expanded choices now available for women in work, careers, and life styles. They cite the advent of affirmative action, the development of the "pill" and other contraceptive devices which give women some control over the timing of child bearing and thus enlarge their degree of sexual freedom. Also mentioned in any catalogue of expanded opportunities and freedoms are the following: the creation of women's studies programs at a number of colleges and universities, the U.S. Senate's passage of the Equal Rights Amendment in 1972 and its subsequent ratification by 30 of the needed 38 states within one year, and the landmark Supreme Court decision of 1973 which guaranteed under the 14th Amendment "a woman's right to decide for herself whether or not to bear a child."

Those who believe women's condition has improved, invariably proceed to name women who have achieved success and recognition in a variety of fields during the past decade or two. In politics, Dixie Lee Ray and Ella Grasso were elected governors of their respective states while Nancy Katzenbaum was elected to the U.S. Senate. (Often forgotten is the fact that Margaret Chase Smith lost her bid for reelection in the early '70's, so Katzenbaum remains the only woman senator.) Women like Billy Jean King and Nancy Lopez have revolutionized women's sports and greatly expanded the financial opportunities for women in sports. Newscasting and publishing also have accepted more women into top positions. Pointed to as evidences of successful women in these and other fields are Barbara Walters, Dianne Sawyer, and Gloria Steinem with her successful launching of *Ms. Magazine;* the appointments of Supreme Court Judge Sandra Day O'Connor, University of Chicago President Hannah Grey, and symphony conductor Antonia Brico. "Why, women have even been chosen to be astronauts!" point out proponents of this viewpoint.

Other evidences of positive change also exist. One example would be the phenomenal increase since 1960 in the numbers of women entering higher education. Whereas in 1950 women constituted only 38% of all first-time entering degree students in college, in 1976 they constituted 48%. The college enrollment rate for women between ages 20 and 24 doubled between 1960 and 1970; and between 1960 and 1974 the number of women ages 16 to 34 who enrolled in college increased 216.7%. Research indicates also that women applicants to college are better qualified than ever. The numbers pursuing degrees in law, medicine, the health professions, business, engineering, and agriculture also are increasing, although slowly. Women, at least by the mid 1970's, were permitted more choice and were gradually breaking out of fields traditionally considered "women's fields" in which they were for so long confined.

Sociologist Jessie Bernard says, however, that these rising figures are more the result of demographic trends and the current "buyer's market" in higher education than they are of changed ideology on the part of colleges, raised consciousness, or legislation and affirmative action. Bernard contends that "market forces seem to have greater impact on women than on men, favorable or unfavorable."[4] The market forces that prompt colleges today to admit more women to fill the vacant spots left by declining numbers of 18 to 22 year olds may act as a double edged sword. While more women are now entering college and are admitted to study in a greater variety of fields, market forces in a faltering economy may deny them entry into occupations in non-traditional fields or deny advancement therein if bias against women persists in those fields.

Two potentially significant but less obvious changes have also occurred in many women's lives in the past dozen years. One is the women's movement with its redefinition of the meaning of feminism; the other is the growing body of research on women.

An observation from my own personal experiences is illustrative of the changed definition of feminism. As I noted earlier, I graduated from college in the 1950's when, according to Friedan, the feminine mystique was in full swing. Back then, I believed that a feminist was by definition intolerant, man hating (yet, illogically, also masculine), cold, unloving, and unlovable. To be called a feminist at mid-century was an insult. It took the women's movement and the patient teaching by my younger women students and colleagues to correct those misconceptions for me. Today, I define feminism as synonymous with love, support, understanding, and tolerance for all people.

Feminists and the feminist movement are attempting to champion the cause not only of middle class women who may aspire to careers, equal opportunity, and equal pay, but the cause of the laborer, the oppressed or abused woman, the employed mother who is the sole support of her family, women in underdeveloped countries whose status in some cases remains close to slave, the elderly, children, and the men of our society who have had to pay such a high personal price for maintaining inequality and dependency for women. It is this very tolerance of others which, of course, has attracted so much criticism and vituperation against feminists and the women's movement. For when that tolerance was extended to those whose low status, or life style, or sexual preference differed from what was for so long considered to be "the norm", feminists were branded by some as lesbians, socialists, destroyers of the family and of the "American way of life." In spite of these charges and misunderstandings, however, feminists have attempted to remain tolerant of and patient with their critics. A significant outgrowth of the women's movement is the networking, support, cooperation, and mutual help that women are giving to each other. Such patient and loving work among women is breaking down the old myths that women are natural enemies of each other and

[4]Jessie Bernard, "Women's Educational Needs," in Arthur Chickering and Associates, *The Modern American College* (San Francisco: Jossey-Bass Publishers, 1981), pp. 256–57.

cannot work together. Such support from their sisters has given many women the courage to tackle new challenges that might have frightened them in the past, to face up to personal problems, and to plan for and create their own futures.

An equally exciting change is the massive research that women scholars recently have produced in the behavioral sciences, humanities, anthropology, the arts, history, health and medicine. Until very recently research about human behavior, aptitudes, and attitudes primarily and sometimes exclusively used men in its samples. The content of school textbooks and college courses was limited to the accomplishments of men or research based on men. For example, the only kind of history that for decades was deemed worthy of preserving and transmitting was the history of kings and presidents and military heroes, governments, and military battles. Seldom were women or other socially marginal groups perceived as having played major roles in such events. Consequently the great women of the past have remained largely ignored and forgotten by most male historians. As a result, girls and women (as well as Blacks and other minorities in American pluralistic society) have long been denied access to a sizable part of their own cultural heritage. With the shift in emphasis from exculsively political and military history to cultural and social history in recent years, women historians have been busy discovering and writing about those women of the recent and far past who made notable and significant contributions to the development of society and its many institutions.

The same phenomenon has been happening in other fields. As a result of research in history, anthropology, sociology and psychology, traditional assumptions previously made about the role, aptitudes, abilities, skills, and development of women have been called into serious question. Such research findings, *if* they are made available to students, should do much to enhance the self-confidence, self-understanding, and self-direction of girls and young women growing up today. Potentially they can also help to break down the restricting and debilitating effects of role definitions based on mystiques, mythologies, or arguments based on "God's intentions," incomplete historical "evidence," "racial wisdom," and research done on male subjects only.

***Viewpoint Two:* "Relatively little real or lasting change has occurred in women's condition in the past 25 years."**

Proponents of viewpoint two reason that while the arguments advanced by the holders of position one sound convincing, most of the gains made by women in the last 25 years represent only a regaining of ground lost during the 1930's and the years following World War II. Furthermore, they go on to say, any recent advances made may be only ephemeral and superficial compared with what still needs to be done to achieve full equality and dignity for all women as human beings. Those who hold this position take a longer view of history, pointing out that while some colonies before the American Revolution allowed women to vote, that right, which was denied in the U.S. Constitution, took nearly 144 years to regain. Women, they also note, have been struggling since 1923 to add an amendment to the constitution which would ensure that ". . . equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." Similar constitutional guarantees were extended to black males by 1870, but as yet they are denied to American women. The recent failure of the necessary 38 states to ratify the Equal Rights Amendment by June 30, 1982 is seen by many as evidence of backlash against women which could destroy those fragile gains made in the 1970's. After all, they argue, if women could lose so much ground in the years following World War II, there is no reason to suppose it could not happen again.

Further evidence of backlash and potential loss of ground is indicated both by efforts to overturn the 1973 Supreme Court decision and by increasing reluctance by government and institutions to enforce Title IX and affirmative action. Inequalities toward women in retirement, widow, health and accident benefits were never corrected in the 1970's and stand even less chance for positive action in the 1980's.

This skepticism that women have made any progress in the past 25 years was chillingly driven home in an article by Clare Boothe Luce which appeared in a 1974 issue of *Saturday Review*. Reviewing first the small number of women elected and appointed to public office, Luce concluded, "There is no way by which even the most optimistic feminist can translate these miniscule figures into a record of feminine progress toward equality in politics."[5] Then Luce turned to other arenas for comparisons: Between 1964 and 1973, the number of bank presidents declined from 164 to 40. Between 1928 and 1973 the percentage of women elementary school principals fell from 55% to 20%. In 1974 the field of business, Luce noted that Estee Lauder was the only well-known, self-made woman who was still head of her own business as comparably successful as the late Helena Rubenstein and Elizabeth Arden were in 1950. Noting that men now headed both the Rubenstein and Arden enterprises, Luce observed, "During the past 30 years men have had a brilliant record of moving into the top of successful businesses started by women."[6]

Luce went on to examine the positions held by working women (the vast majority of which remain sex-typed, low-paying and offer little chance of advancement) as well as salaries earned by women. "Can anyone see a trend here," she asked, "toward the economic equality of the sexes?"

> On the contrary, in relation to the working male, women's economic condition, inside and outside the home, seems to be getting worse. . . . The median income of working women in 1969 was 60% that of males. By 1972 this had fallen to 57.9%. It is still falling.[7]

One would hope that the economic condition of women has improved since 1974 when Luce published her article, but figures released in 1981 by the Bureau of Labor Statistics give little comfort. That report indicated that women workers remain concentrated in low paying, dead-end jobs. As a result, the average woman worker earns only about three fifths of what a man does. Median wage or salary income of year-round, full-time workers in 1978 were as follows:[8]

minority women	$ 8,996
white women	9,578
minority men	12,995
white men	16,194

[5]Clare Boothe Luce, "The 21st Century Woman—Free at Last?" *Saturday Review/World* (August 24, 1974), p. 58.

[6]Luce, *op. cit.*, p. 59.

[7]Luce, *op. cit.*, p. 60.

[8]University of Illinois Office of Women's Resources and Services, "Number of Wives in Labor Force Soars, According to BLS Figures," *Continuing Conversations*, 5, no. 2 (March 6, 1981), pp. 2–3.

Lest one assume that these figures reflect differences in education rather than sex, she must ponder the figures for 1978 regarding salary by educational level: fully employed women high school graduates (with no college) earned less income on the average than full employed men who had not completed elementary school—$9,769 and $10,474, respectively. Women with four years of college also had less income than men with only an 8th grade education—$12,347 and $12,965 respectively.[9] Similar discrepancies are reflected in incomes earned by male and female college teachers whose academic backgrounds are similar.

Clare Boothe Luce tersely summarized the argument of those who hold viewpoint two:

> One could go on multiplying statistical proofs that woman's progress toward social equality is an illusion. . . . Considering this gloomy picture . . . what is there . . . to cheer about?[10]

Viewpoint Three: **"There has been change, but it has not been good."**

The third point of view argues that significant changes have, indeed occurred, but these changes have been so destructive of the fabric of American life that the price paid for them has been too high. Those who hold this position point out that change does not necessarily represent progress or improvement or good. Rather, they conclude, recent change in the status of women has caused moral and social regression.

Citing increases in the divorce rate, wife abuse, child abuse, abortion, adolescent sexual activity, and the crime rate among women, these critics tend to see the 1973 Supreme Court decision, Title IX, and affirmative action as the causes of many of our social, economic, and moral ills today. Moreover, many are actively working to bring about rescission of one or all of these mandates. Those who have successfully blocked ratification of the Equal Rights Amendment in the Illinois legislature generally subscribe to viewpoint three.

There is something very interesting and ironic about this viewpoint. On the one hand, there is much evidence to show that women are still politically and economically powerless. On the other hand, advocates of position three assume that women are so powerful and influential that they, alone and singlehandedly, have brought about the increase in divorce, crime, and human brutality to other human beings! I also have heard "women's lib" blamed for causing a variety of other perceived social ills: the erosion of academic freedom in colleges and universities; the destruction of the public school system; the economic recession of 1982; losing seasons for various school athletic teams; the loss of Iran as an ally of the United States.

One critic who believes women in this country remain powerless said recently that such crediting of social ills to "women's lib" reminded her of the man who said at the time the U.S. stopped testing nuclear weapons above ground that he was sorry to see such testing come to a halt. "Now," he remarked, "when my children ask me 'how's come the weather is so bad?' or other scientific questions I don't have answers to, I can't reply 'Well, it's because of all those nuclear tests going on out west.' I won't have something handy to blame."

The unjustified crediting of so many social ills to the women's movement would be amusing if it were not so seriously dangerous. It makes little differences whether the charges are true or not if people *believe* they are true. Like the feminine mystique, that belief can turn fiction into fact and feed on the very facts that would contradict it.

It is useless to argue that no women were major actors in Watergate, in the massacre at Mai Lai or many other notorious crimes of the past quarter century. It is equally useless to argue that regardless of the causes of the increased divorce rate, its very existence means that women cannot afford to jeopardize their futures by retreating into the feminine mystique. If men are to enjoy the freedom to divorce long-term wives, being a wife, as a primary career, is not safe. Nor does it help to note that the divorce rate has greatly increased among that very segment of the population whose mothers grew up when the feminine mystique was in full flower. (This point alone cries for study and reflection.) Nor does one get far in pointing out that if society continues to insist that the only valuable function or acceptable role for a woman is to bear children, that is probably what she will continue to do, whether she is married or unmarried, over twenty or under fourteen. And it seems fruitless to question how the teenage unwed mother who has been denied access to contraceptives or abortion will support and rear her child to be a law abiding, productive citizen if she is further denied child care and other support services, education, and job opportunities that go beyond subsistence level. (It is here, I suspect, that some of the real sources of crime among both men and women lie.)

It does little good to pose any such questions or arguments, for while they are painfully relevant to the issues, they involve complex and complicated answers. They require serious thought. It is far easier, as in the case of the father with nuclear testing, to accept simplistic causes and blame something like the women's movement or, on the other side, the *absence* of full equality for women, for all of society's problems. Furthermore, many of these problems have moral implications. It is a fact of human thinking that once an issue is placed in the moral arena and people make their decisions on moral bases alone, those same people tend to close their minds and reject other arguments or facts that contradict their position. It makes little difference which side of the issue the person is on. Both sides of an issue may have equally strong moral bases for their position. But once the issue is seen as a moral issue only, minds close, positions rigidify. Compromise, reason, change become impossible. It is the closed-mindedness and intolerance that I see as so socially dangerous in many who hold viewpoint three. By the same token, however, those who argue from viewpoint two can also become extreme and fall into the same trap of intolerance.

Summary and Conclusions

Any article the length of this one inevitably raises more questions than it answers. In spite of all the questions raised, but not addressed, we must now, reluctantly, return to the original topic—where have American women come in the past 25 years and what does the future hole for them? I have two observations:

One, I was far more optimistic in my belief that women have made significant progress toward equality before I wrote this article than I am now that the collection, selection, and presentation of data is completed. Before writing this article, I

[9] *Ibid.*

[10] Luce, *op. cit.*, p. 60.

subscribed to viewpoint one. Having completed the article, I believe viewpoint two is probably closer to the truth. This is not a very happy conclusion, but I must be honest.

Two, the phrasing of the second half of the assigned topic needs scrutiny and comment, for it gives a clue to one of the greatest problems women have had in the past, as well as an important point for the future. The phrase reads: "What does the future hold for American women?" The wording here suggests that woman is a passive agent (as she has always been told and believed that she was) and that inevitably the future will come and affect this person for good or for ill. Is it not equally appropriate to ask "What do American women hold for the future?" or "What do women intend to do about the future?" Here the assumption is that woman is an *active* agent, and there seems no good reason why we cannot make this assumption.

Clare Boothe Luce[11] has observed that while modern society may keep women politically and economically subjugated, it has not yet killed her off, as it has sometimes done in the past with those groups who occupy subservient positions. Even though women have less equality and opportunity than men, there is still room for maneuverability if woman will accept herself as an active agent, use the powers and rights that she does have, and take the initiative for creating her own future.

Social historians frequently observe that the American woman has never used wisely the power of the vote she gained in 1920. More recently, critics ask, "Will she use the sexual freedom she has gained any more wisely than she has used her political freedom?"

Jessie Bernard[12] points out that the control women now have over the timing of child bearing gives them an enormous amount of flexibility in planning their education and professional training as well as entry into and advancement in careers. Furthermore, research now gives women cues to the kind of patterning and sequencing of their lives which will enable them to combine marriage, childbearing, education, and work more successfully.

Increasingly, the technology, the information, and the freedom are available. But will women bother to learn about them or use them? Will mothers bother to teach their daughters? Will teachers bother to instruct their students? Probably not, if they are unwilling to make the effort or prefer to view women as passive reactors to outside forces. Teachers of home economics have enormous opportunity to help the next generation of adult women assume active responsibility for their own lives.

Last Words and Some Practical Suggestions

Above and beyond this general challenge to help the next generation of women assume active responsibility for their lives, there are a number of practical and tangible actions teachers can take. Whether one subscribes to viewpoints one, two, or three, there are things we can do to help ourselves, our students, and other women.

1. We can patronize businesswomen and women professionals. A number of women today are seeking more financial independence by starting their own businesses. We can give them support. If the woman is a professional, she had to be very good in the first place even to be admitted to professional education.
2. We can network with other women and learn first hand the help, the love, the support, and the cooperation available through networking.
3. We can be tolerant of other women and remember that they are still growing and developing. Some women have not grown beyond the non-assertive stage of development. Others may be so angry or frustrated that they are bogged down at the aggressive stage. But these women need help and support as they struggle toward the level of assertiveness which stresses independence without desructiveness towards oneself or others.
4. We can actively and vocally challenge old stereotypes such as statements that women dislike each other or cannot work for or with each other. This in no way contradicts #3 above, for one can support a person, yet challenge his/her ideas.
5. We can read some of the new research on women, be it historical, biographical, sociological, or psychological. Whether much of this new knowledge will be incorporated into the curriculum and textbooks of high schools and colleges is still uncertain. Its chances of incorporation are diminished if teachers remain ignorant of the new literature. Such journals as *Signs* (published by the University of Chicago); the *Journal of the National Association for Women Deans, Administrators and Counselors; Working Woman; Women's Studies International Forum,* and *Ms.* can keep one apprised of new research and scholarship on women.
6. We can believe in ourselves, our students, and other women friends. We can support and encourage them, especially if they are attempting new endeavors and projects. We can encourage them to risk, and express our strong belief in their ability to succeed and achieve.
7. We can urge women students to continue to enroll in mathematics courses.

These recommendations are not new to many home economics teachers. Home economists have been networking and supporting other women throughout most of the 20th century. The very fact that this journal was born during the heyday of the feminine mystique indicates that home economics teachers are willing to swim against the tide of public opinion and to keep alive the vision of greater equality, responsibility, and freedom for women even in the bleakest of times. The 1980's may well be one of those bleak periods requiring recommitment and rededication to those values and behaviors home economics teachers have espoused so honorably in past decades.

[11]Luce, *op. cit.*, p. 60. See also Clare Boothe Luce, "Woman: A Technological Castaway," in *1973 Britannica Book of the Year* (Chicago: Encyclopeadia Britannica, Inc., 1973), pp. 24-29.

[12]Jessie Bernard, *op. cit.*, pp. 258-271.

Everytime you laugh heartily you lengthen your life a little.

What Do Home Economics Teachers Think About Women's Rights?

Harriett Light and **Richard Hanson**
Professor Assistant Professor

College of Home Economics
Department of Child Development
and Family Relations
North Dakota State University

A look at the popular and professional literature indicates that many people are still asking probing questions about the autonomy and independence of women. For instance, the *Executive Female*[1] includes an article titled "Babes In Workland; Bringing Up Baby Executive Style," and *Savvy, the Magazine for Executive Women*[2] has an article about "The New Madonnas" with the following by-line: "Will we produce a generation of children singing John Lennon's words, 'Mother, you had me but I never had you'?" Additionally, "Nine Months Figures," another article in *Savvy*[3] refers not to numerical figures, but to women's physical figures during their pregnancy and carries suggestions relative to dressing for success during pregnancy.

What Are the Questions?

Generally, the roles of men and women have changed in our society. Specifically, the changing roles have meant coming to terms with everyday problems such as, "Who should do what?"

Should women subordinate their careers to home duties to a greater extent than men? Should women in the work force do "double duty" in that they help financially to support the family and still do virtually all of the household tasks? Should men be the initiators in courtship? These, and many other questions, continue to come to the forefront in discussions of professionalism, time availability, and burnout.

To pursue answers to such questions, the attitudes of 180 North Dakota Vocational Home Economics teachers toward autonomy for women were measured. These teachers are intimately involved with autonomy issues because they themselves often do both the professional and homemaker role, and also because the family life curricula that they teach in their classrooms deals directly with the problems and joys of dual career existence.

The Study

The home economics teachers in this study were surveyed at their state All-Service Vocational Education conference. All conferees were included. They had been married an average of 10 years, had an average of 1 child. The average age of their child was 8 years. The majority were between the ages of 30 and 40 years, but ranged from 21-63 years. Forty percent of the teachers were from communities with populations of over 5,000 people; 60 percent were from communities of under 5,000 population.

The Arnott Attitudes Toward Autonomy for Women[4] scale was used to determine the teachers' attitudes. This scale consisted of 10 issue statements to which the subjects responded strongly agree, mildly agree, mildly disagree or strongly disagree. Five of the items were positive and five negative on autonomy. Choices were coded numerically from 1 (very conservative) to 7 (very liberal) with 3.5 indicating moderate attitudes toward autonomy. A Total Autonomy Score was computed by adding the individual statement scores; the highest possible score was 70. Women with Total Autonomy Scores of 55–70 were rated liberal, 10–25 conservative and 33–47 were moderate.

Marriage and Family Issues

The statement "The decision to seek an abortion should rest with the wife" drew the greatest degree of disagreement from the home economics teachers. Their score was 2.86, thus indicating a relatively conservative attitude.

Should the word "obey" be removed from the marriage service? The home economics teachers in this study mildly agreed that it should be removed; their average score was 5.49. They also mildly agreed that within their marriage, women should be free to withhold or initiate sexual intimacy as they choose. Their score on that item was 5.67. Attitudes toward these two issues can be described as liberal.

However, the teachers mildly disagreed (4.64) that the initiative in courtship should come from men. And they disagreed (5.59) with the idea that the husband should be regarded as the legal representative of the family group in matters of law. "Moderate to liberal" describes the teacher attitudes toward these issues.

Career Issues

The teachers in this study expressed strong agreement (6.68) with the statement "Her sex should not disqualify a woman from any occupation". They strongly disagreed (6.57) with the idea that girls should be trained to be homemakers and boys for an occupation suited to their talents. Likewise, they disagreed (5.78) that motherhood is the ideal "career" for most women.

They expressed strong agreement (6.20) with the statement that women should expect just as much freedom of action as a man, but the teachers in this study only mildly disagreed (5.22) that women should subordinate their career to home duties to a greater extent than men. Attitudes toward career issues can be described as liberal to very liberal.

Total Autonomy

The home economics teachers in this study received a total mean score of 55 out of a possible score of 70, thus indicating

[1]"Babes in Workland; Bringing Up Baby Executive Style," *Executive Female* June, 1982, p. 22.

[2]"The New Madonnas," *Savvy, The Magazine for Executive Women*, June, 1982, p. 33.

[3]"Nine Month Figures," *Savvy, The Magazine for Executive Women*, June, 1982, p. 63.

[4]C. Arnott, "Husbands' Attitudes and Wives' Commitment to Employment," *Journal of Marriage and the Family*, 34, 4 (Nov. 1972), 673-684.

Intensive Education in Home Economics Family Life Classes

Intensive Education Step	Classroom Suggestion
1. Effective Role Model	Teacher displays openness to discussion of changing roles. Prepares display of various life styles, e.g., single parents, adoptive families, employed mothers, fathers in homemaking role. Studies and becomes knowledgeable about family life styles in various cultures of the world.
2. Discrepant Environment	Students read selected fiction and non-fiction that deals with family and career issues.* Students read about family life in different cultures that portray males and females in various roles.**
3. Openness of Discussion	Teacher prepares study-guide questions based on literature for students to discuss in small groups and report to entire class. Questions are designed to stimulate thought about appropriateness, advantages and disadvantages of life styles in literature for different people under varying circumstances.
4. Flexibility	Combine English, sociology or history classes with home economics class for increased time to discuss relevant issues through literature and/or cross-cultural perspective. Presentations can be made by students at organizations, club meetings or sponsored events in the school or community about issues.

*Space does not permit the inclusion of a family life and cross-cultural.
**Annotated bibliography. However, the authors will send the bibliography to teachers upon request. Also see Rose M. Somerville, *Family Insights Through the Short Story* (New York: Bureau of Publications, Teachers College, Columbia University, 1964).

liberal attitudes toward autonomy for women, according to the Arnott scale.

There was a higher degree of liberal attitudes in terms of the career issues (mean score of all career issues was 5.90) and a lower degree in terms of the marriage and family issues (mean score of all family issues 4.89). The fact that there was a *general* trend toward liberal attitudes in this sample points to the disruption of the stereotype that views home economics teachers as very traditional in their attitudes toward autonomy for women.

Why are attitudes important to home economics teachers? Autonomy for women's issues are potentially very emotional; they may be based on religious ideas or deeply rooted family values. Discrepancies between attitudes may produce tension and frustration on the part of the teacher who, on the one hand has a set of personal attitudes about career and family issues, but who is faced with parents, administrators and colleagues who may have a different set of attitudes about females in career and family situations.

Implications for the Classroom

In terms of curriculum development, the home economics teachers in this sample yielded attitude scores that suggest the presence of some non-traditional attitudes towards careers and the family. It is difficult to completely divorce curriculum development from the attitudes and values of the people developing and implementing coursework. The family and career areas are rich in values and traditions; it seems as if everyone has an opinion about these issues.

Therefore, educational techniques that foster in students thoughtful reflection that will lead toward a balanced, integrative manner of solving problems that tend to be emotional in nature would be useful. One of the ways to develop this sort of independent, objective thought is to approach education from an "intensive" perspective.[5]

For many years teaching about value-laden issues has meant implementing value clarification techniques (see for example, Raths, et al. and Simon, et al.[6]) However, recent work has cast some doubt on the usefulness of the value clarification approach, because it has an amorphous and broad base that makes effectiveness testing virtually impossible.[7]

Intensive Education

The intensive education approach is one that suggests several techniques to deal with issues and assist in teaching subject matter areas that are rooted in values and attitudes. There are four steps in the intensive education approach that home economics teachers can use in their classrooms:

1. An effective role model (teacher) exposes students to higher levels of reasoning which theoretically stimulates students to think about the isues, e.g., employed mothers, by comparing life styles of diverse societies.
2. There needs to be a moderately discrepant classroom environment, suggesting to students that changes in ways of thinking require exposure to different ways of life. In order to accommodate a world full of contradiction, changes need to be made in their present repertoire of thinking.
3. There needs to be an atmosphere of openness (not the same as permissiveness) where ideas can be exchanged and different points of view discussed.
4. Flexible time periods are useful, particularly when issues require more than the traditional 50 or 60 minute class period.[8]

The chart above contains a few suggestions for implementing intensive education in the classroom.

[5]J.P. Maul, "High School With Intensive Education: Moral Atmosphere and Moral Reasoning," *Journal of Moral Education,* 10, 3 (1981), 147–64.

[6]L.E. Raths, M. Harmin, and S. Simon, *Values and Teaching* (Columbus: Charles E. Merrill, 1966).

S. Simon, L.W. Howe, and H. Kirschenbaum, *Values Clarification: A Handbook of Practical Strategies for Teachers and Students* (New York: Hart Publishing Co., 1972).

[7]J.S. Leming, "Curricular Effectiveness in Moral/Values Education: A Review of Research," *Journal of Moral Education,* 10, 3 (1981), 147–64.

[8]Maul, *op. cit.*

Summary and Conclusions

The career-and-family issue statements regarding autonomy for women reported here are critical to decisions students will be making in their lives. The home economics teacher can assist the students in the decision-making process by clarifying their attitudes through intensive education.

The suggestions for implementing intensive education will provide a non-threatening environment in which discussion of value-laden and sometimes emotional issues can take place through use of literature and cross-cultural examination, a method that does not immediately place the student in a defensive position because it looks at issues in other individuals' lives. Eventually, then, the student can be guided to examining the appropriateness of the issues to their own life.

Do you teach

Housing and Interior Design?

If so, the following *Illinois Teacher* references may be of help. Also see page 76.

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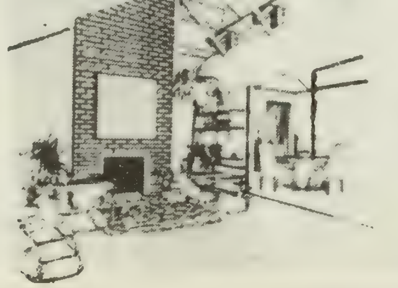
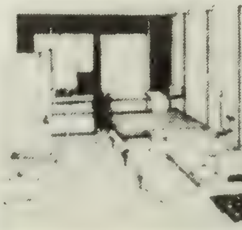


Recognizing and Developing Multiple Talents

Barbara L. Stewart
Director, School of Home Economics
University of Southwestern Louisiana
Lafayette, Louisiana

Tom grinned widely at the thought of an A grade. He was thrilled because he had never before known the pleasure of earning above a C. Often Tom had been frustrated in his encounters with textbooks and exams and now for the first time he felt the glory of success.

In a family income management course where he was encouraged to learn through means other than a textbook Tom found that he could use his natural abilities to organize and communicate to gather a wealth of information. Tom was charming, the kind of student who can entice teachers or professionals to speak easily about their subject. But he could not perform well in the academic arena. Encouraged to utilize his communicating skills, Tom set goals for the things he felt he should learn in a Family Income Management class. Then he began doing what he did best—talking.

Tom set out to contact and question anyone he felt could assist him in his quest for knowledge. His success was astounding. Not only did he gain personal knowledge, but he was also so pleased to be recognized as successful that he readily volunteered to share his information and educational experiences with the rest of the class. They, in turn, were pleased to learn from a peer about solutions to income management problems similar to their own. They also enjoyed an occasional field trip Tom would arrange when he felt they would benefit from a contact he had made. One such trip was to the office of the city planner which Tom instigated while he was researching the expenditures of his tax dollars. There city officials shared the breakdown of tax revenues and discussed upcoming projects to be funded by taxes.

Tom learned the principles of family income management by using one of his best talents—communicating. But more importantly, Tom learned that his education, with or without textbooks, can continue throughout his life.

Stephanie was timid and shy. She had long dreamed of a career in fashion merchandising as it was depicted in movies and books, but she was beginning to wonder if that was the way it was in the real world-of-work. Stephanie enrolled in the course Introduction to Merchandising to find out. In consultation with the instructor she reluctantly agreed that the best way to find out about the day-to-day activities of fashion personnel would be to interview them.

Since Stephanie realized she was not comfortable meeting new people she began to plan how she could develop that talent. She knew she had always been good at planning and academic skills so she put these talents to work. By reviewing books and periodicals Stephanie learned what they had to say about the jobs of fashion buyers, managers, and coordinators. Then she began carefully to plan a list of interview questions. Stephanie felt prepared for her first interview. Much to her surprise, interviewing was easy. She found herself so involved in questioning and exchanging ideas that she forgot her shyness. Stephanie had developed her communicating skills as a learning tool.

One group of family income management students especially enjoyed working together. Perhaps they were bored by being told what and how to study. Instead they found pleasure in stretching their creativity to learn together as a team. By working together they encouraged one another and made efficient use of resources. Evidence that they enjoyed the educational process was seen in their planning of activities. Spurred by Paul's recent reading of a book on the nutritional analysis of fast foods, the group decided to evaluate other aspects of fast foods such as price and taste. They enjoyed this during a pot luck analysis where each student contributed preplanned items from local fast foods restaurants. The fast foods comparison was such fun that they organized a second party to compare prepared foods and foods made from scratch. These students were not only learning to be wise consumers but they were also developing their abilities to plan, forecast, and communicate.

Each student approaches a subject with a unique set of needs and capabilities in both the subject matter and the talents with which s/he can deal with the course content. Thus, to work effectively with this diversity, the plan of instruction must be individualized to meet skill and content differences.

To aid in accomplishing this task, Calvin Taylor has identified six basic talents which can influence the student's interaction with a particular subject. These six categories of talents are academic, creative, planning, communicating, forecasting, and decision making. Taylor recognized that students vary with regard to their peers in their relative ranking of success in each of these talents. For example, a student who does not succeed in utilizing academic skills may be the best in the class in terms of proficiency in planning skills. Taylor suggested that "When teachers become structure-setters for different talents, they discover that nearly all students are above average in at least one of the many talents."[1] Certainly, it is highly desirable to afford each student the opportunity to be rated above average in at least one talent.

By allowing students to utilize the talents at which they are best, students can enjoy successful interactions with course subject matter. A direct result of such positive experiences is likely to be greatly enhanced self-concept since personal success is a builder of self confidence and esteem. With that in

[1]Calvin W. Taylor, "Developing Effectively Functioning People—The Accountable Goal of Multiple Talent Teaching," *Education*, 94, No. 2 (November/December 1973), p. 101.

mind, Taylor suggested "Teaching for multiple talents, therefore, offers the best hope of reaching each and every student in our classrooms and of finding promise in everyone from all parts of society."[2]

Students are not the only beneficiaries of multiple talent teaching. As teachers implement this method they find it both challenging and rewarding. Although initially it may require a reorganization of thoughts and teaching techniques, multiple talent teaching allows the teacher the rich opportunity to utilize and develop his or her own talents. For example, a teacher who is not exceptionally proficient at lecturing can utilize her creative skills to dramatize interviewing experiences through role playing. Perhaps the greatest benefit for the instructor is that multiple talent teaching offers continual personal enhancement. The teacher continues to learn and develop. Since each student tailors his/her learning program to match his/her own talents, interactions with the subject matter are diverse and ever-changing. As facilitator of the learning process this allows the teacher to be part of a dynamic educational experience which will continue for both teacher and student long after the time frame of the course.

Education, then, must be life centered, focusing not only on academic skills but also on the practical aspects of multiple talents. To accomplish this, students need to be given actual experience in these practical areas. Taking an active role in the planning and execution of their own learning program can provide such experience. In addition, such an approach allows individual students to focus on the skill areas which will be of most benefit to them.

The opportunity of the teacher to aid in the development of multiple student talents can be compared to that of the managers of a mining operation whose original task was the extraction of copper ore. Later, it was discovered that the silt stream produced was rich in recoverable gold and other metals. Thus with little additional cost the miners were able to gain much more.[3] Similarly, Calvin W. Taylor views the teacher's role, perhaps his/her primary role, as a developer of talents as well as an instructor of subject matter. Since he views talents as the inner processes which can be used in working with and acquiring knowledge, he feels that developing multiple talents will enable students better to learn subject matter.[4]

In an organizational sense, the contract method can serve as a means to accomplish life-centered learning which develops the talents of the individual. By assessing needs and capabilities; setting goals and objectives; selecting methods for accomplishing goals and objectives; working; and evaluating self, the student engages in a learning experience which can be a continuing process throughout life.

Family Income Management and Fashion Merchandising Applications

Home economics is built upon a foundation derived from the need for practical life education. Therefore, most of the subjects encountered within home economics classrooms could very successfully utilize multiple talent teaching methods.

Student evaluations from two courses which utilized multiple talent teaching in diverse subject areas illustrate the potential for success of this method of learning. In both a family income management course and an introductory fashion merchandising course all student except one responded on a student questionnaire that they felt they had learned more in the class taught using multiple talent techniques than they would have in a traditional lecture course. Data from pre- and post-tests and faculty evaluations support this concept. The remaining student in each case felt she had learned about the same amount as she would have with a traditional method.

The reasons students gave for gaining more included working at their own pace, a feeling of "oneness" among students, free association among students, free association among students and teacher, open reception of student opinions, lack of pressure, opportunity to handle problems in their own way, concentration on areas relevant to their present and future needs, increased self-motivation, and personal responsibility to learn. When asked which were the best parts of the classes and the ways in which they learned, most students listed group discussions, reports by others, working on their own, games played as a group, conferring with the teacher, teacher lectures, field trips, interviews, guest speakers, and research.

A Plan for Multiple Talent Teaching

Orientation

The initial class periods of each course are spent in orientation. Most students have never encountered such an individualized learning process. The instructor prepares and presents orientation materials which include theory, course objectives, procedures, responsibilities of the instructor and the student, learning contract instructions, and available resources.

Norm Setting

Norm setting is the first group experience in which all students participate. Keeping the course objectives in mind, the teacher acts as facilitator and records on the board students' suggestions of activities in which they might like to participate during the course. If a point system is to be utilized for grading purposes, students as a group assign varying points to the activities they have listed and determine a grading scale. The teacher acts as a quality control agent. Copies of the list of activities and the grading standards are then made and distributed to the class. The norm setting process accomplishes several tasks: 1) It allows students to exercise their multiple talents, 2) it develops an operating strategy for the course, 3) it allows students to pool their interests and abilities to work together, and 4) it stimulates hesitant students through exposure to the ideas of their peers.

Contracting

Each student completes a contract form which tells specifically what s/he expects to accomplish during the course. Space can be given to require the students to record which of their multiple talents they will use to accomplish each task and the level of accomplishment they expect to achieve. For example, a student may desire to develop his/her communicating skills by interviewing an appropriate businessperson but may decide that, rather than conduct an indepth interview, s/he would prefer to ask only four or five pertinent questions. If a point grading scale were being used in this case the student might record that s/he plans to seek perhaps 20 of 50 possible

[2]Taylor, p. 101.

[3]David E. Hunt, *Matching Models in Education, The Coordination of Teaching Methods with Student Characteristics* (Ontario: The Ontario Institute for Studies in Education, 1971), p. 105.

[4]Taylor, p. 105.

Course Responsibilities

I. Responsibilities of the Student
1. Attend, listen to, and understand the course orientation as presented by the teacher.
2. Participate in a class norm-setting experience to determine the course activities and grading.
3. Prepare a contract for performace in the class. keep one copy of the contract and give one copy to the teacher.
4. Engage in learning activities.
5. Evaluate performance.
6. Participate in an exit conference with the instructor.

II. Responsibilities of the Teacher
1. Prepare and present orientation materials.
2. Facilitate class norm-setting experience.
3. Act as a "quality control agent."
4. Prepare, explain, and participate in student contracts.
5. Prepare and present lists of resources.
6. Act as a resource.
7. Maintain a course calendar.
8. Be available to counsel with students.
9. Conduct exit conferences.
10. Turn in final grades.

Student Contract*

The following learning activities will be completed by ____________________________

in order to earn a grade of __________.
(letter grade)

Activity	Talent** Utilized	Points Possible	Points Expected	Points Achieved
____________	____________	______	______	______
____________	____________	______	______	______
____________	____________	______	______	______
			Total	______

**This is a shortened contract for a multiple talent course with a grading system based on the accumulation of points.*
***Academic, creative, planning, communicating, decision making, or forecasting.*

points. Thus, s/he utilizes nearly all of his talent categories as s/he decides, forecasts, plans, creates, and communicates.

Grading

Responsibility for grading rests upon the students with the teacher acting as a quality control agent. Throughout the semester both students and the teacher record the progress made. Prior to the final personal conference, each student decides upon the grade s/he feels s/he has honestly earned. During this terminal conference, students review their experiences and the teacher questions the reasoning behind the student's grade selection.

Daily Procedures

Following the initial class sessions the remainder of the course is devoted to one of three main activities. One, students reserve class time to present to their peers any information, guest speakers, activities, research, or field trips which they as an individual or group feel will be beneficial to the others. Two, the teacher may present lectures or activities as needed or requested by students. Three, students meet with the instructor in personal conferences, initially to discuss their contract and subsequently to report their progress and seek assistance. For courses with large enrollments written communications may substitute for the conferences. A course calendar is used for scheduling both class time and personal progress conferences.

A Rich Opportunity

Multiple talent teaching offers a rich opportunity for educators to accomplish five major tasks. First, by changing the learning environment and utilizing the intiative of individuals, students can learn more. Second, by allowing activity selection, study can be more relevant to the personal needs of the learner. Third, by exercising their multiple talents, students can grow in skill areas not touched in the traditional classroom. Fourth, by providing experience in the development of the total self, students can comprehend that learning is a continuing process. Fifth, by facilitating the diverse learning strategies of their students, teachers can continually utilize and enhance their own personal and professional abilities. Both students and teacher can grow in knowledge and self esteem.

If you teach housing, a bulletin from our Innovative Teaching Techniques project may be of help:

Apartments—The Dollars and Sense of It, by Wynette Barnard, a mini-curriculum guide containing five lesson suggestions (below) and an appendix with supplementary material including a lease form and care studies. Teaching techniques include simulations. $1.50 from *Illinois Teacher* office.

APARTMENTS..?

the dollars and sense of it.

by Wynette Barnard
Graduate Assistant
Home Economics Education
University of Illinois at
Urbana-Champaign

Foods and Nutrition—A Mini Unit for Grades 6–10*

This is part II in our series on nutrition and foods for grades 6 to 10. This "mini-course" in five parts integrates principles related to nutrition, food preparation, food buying, meal planning, energy use, and even family relationships. You may feel free to photocopy for your students' use.

The focus in this lesson is vegetables and the vehicle for teaching the principles is carrot salad.

As noted in Part I (*Illinois Teacher*, September/October 1982), the suggested lesson format is: (1) Students read the "story" and accompanying material, (2) they take the test to stimulate interest and curiosity, (3) they see a demonstration and make the salad in the lab, display and taste it, (4) they discuss the whole procedure with the teacher and go over the test, with correct answers and explanations given, and (5) throughout the lesson the teacher adds comments, questions, and emphases.

Principles To Be Taught in Lesson 2

1. Family harmony is promoted when all members of the family help with household work.
2. Cleanliness (e.g., handwashing before food handling) affects food safety.
3. Variety in meals promotes adequate nutrition.
4. The manner in which foods are prepared affects their nutritive value.
5. The manner in which foods are prepared affects the energy (fuel) needed.
6. Brand name products are usually most expensive.
7. Salad dressing may greatly increase the caloric value of a salad.
8. Using information regularly helps one to remember it.
9. The appearance of food affects appetite.
10. Color and texture of foods affects the attractiveness of a meal.
11. The manner in which foods are prepared affects preparation time required.
12. Highly processed foods (ready to eat from the store) usually require more energy (fuel) from farm to table.
13. Fiber (roughage or non-digestible carbohydrates) in the diet affects the digestive system.
14. Vegetables are a good source of fiber in the diet.
15. A severe and prolonged deficiency of vitamin A can cause blindness.
16. Foods rich in vitamin A are often dark green, deep yellow or orange.
17. Vitamin A is stored in the body so an extra amount consumed one day can be used on a later day.
18. Meats and breads have little or no vitamin A.
19. Family food preferences affect the choices of foods served.
20. Vegetables and fruits add nutrients to a meal which will probably be lacking without them.

Taken from a news release

The American Dietetic Association

The **Cambridge Diet,** one of the latest quick-weight-loss plans to sweep the country, is so extreme in calorie reduction that it cannot be endorsed by ADA, the largest group of nutrition professionals.

It is not a "common sense" approach and should not be undertaken without strict monitoring of a medical professional. Any very low-calorie diet such as this one an disrupt normal bodily functions and lead to nausea, dizziness and headaches even if the requirements for protein, vitamins and minerals are met.

ADA, which promotes a balanced approach to eating, says that determined dieters could lose 3/5 to 3/4 as much per month as the Cambridge Diet promises and eat a safer diet of whole grains, fruits and vegetables, low fat milk or cheese, and lean meat, poultry or fish.

ADA president, Edna P. Langholz, says that "the only safe way to lose weight and keep it off is to lower calorie intake with a combination of foods and by exercising."

II. What's in a Carrot Salad?

After school, seventh grade Karen had gone to a meeting of the FHA with her friend Vicki and they had just arrived at Karen's house.

"It's my turn to cook supper tonight," Karen told Vicki. "Do you mind if I go ahead with it while we talk?"

"Sure," said Vicki, "I'll help you."

"Thanks. We can wash our hands here. Gotta keep everything clean, my mother always says."

Karen had planned ahead and she knew the fish would only take a few minutes before serving time, and the hush puppies and dessert were in the freezer, so all she had to think about now was a vegetable and a salad. Her family had the habit of including vegetables and salad in nearly every meal except breakfast when they usually had fruit or juice.

"I guess I'll have carrot salad," she said to Vicki. "That's my finicky brother's favorite. He even puts it in a sandwich sometimes when he has to eat on the run."

"Sounds good. Tell me what to do to help."

"You can brush and wash the carrots, Vicki, and they won't have to be peeled or scraped. Saves nutrients and saves money not to throw any part away. If there are any dark spots, here's a paring knife."

Vicki looked doubtful, but when she tried it, she found it worked. "Now what?" she asked.

"I always grate them on the coarse side of this grater so they're not mushy. Don't grate your fingers! I'll get the raisins and salad dressing—only a little of that because every tablespoon of it has 70 calories. (Mayonnaise would be even more. It has more oil.) We got the generic kind because it costs a lot less. Those brand names are really high. Then just before we eat, I'll toss in some peanuts. They'd get too soggy if I put them in too far ahead."

"Peanuts? I never saw peanuts in a salad," replied Vicki.

"We like them in lots of things. pea salad, for example. They add crunchiness and nutrition, too—a little iron, B vitamins, especially niacin, and some protein."

"How do you know all that?"

"Oh, my mother is always telling me and I've studied it in Home Economics. Haven't you?"

"I suppose so, but I forget. I never have to cook at home."

"It does make a difference when you have to be in charge. I cook meals every week. Want a taste? I'll put a few peanuts in so you can see what I mean. Here's a tasting spoon for you."

"Ummm. Suprisingly good," replied Vicki. "Shall we set the table now?"

Karen knew, and Vicki could see now, that this salad was colorful and attractive and that it had an interesting texture, all of which help appetites.

It took no fuel to prepare, though energy had been used to grow, transport, store, and make available all the ingredients in the supermarket. Not much for the carrots, because they had come from their garden. It didn't take a lot of her time either. It had nutrients that other foods in her meal did not have, especially a lot of Vitamin A which is missing in meats and breads, but plentiful in carrots. The raisins had a little iron and a lot of thiamin along with their calories and they added a nice flavor and chewiness. The carrots had only 20 calories each and they had fiber which Karen had learned was needed in the diet to help her digestive system to function properly and to avoid some diseases.

Karen had also learned that Vitamin A has many uses in the body and that it is one of the nutrients Americans are sometimes lacking. It is necessary for the eyes to adjust to different amounts of light, and it helps keep the linings of the mouth, nose and throat moist to prevent colds and other problems. It helps keep the skin smooth and healthy and promotes growth in children and youth. Although it doesn't often happen in the United States, a deficiency of Vitamin A is a frequent cause of blindness in some "third world" countries.

Karen knew also that many other dark green and deep yellow or orange fruits and vegetables were good sources of Vitamin A—pumpkin, sweet potatoes, winter squash, yellow peaches, yellow corn, apricots, dark greens, broccoli, cantaloupe, asparagus, and green peas. Egg yolks and butter, too—but they're not vegetables or fruits. And some foods that are other colors have Vitamin A, too, like tomatoes, whole or fortified milk and liver. The only meat that has Vitamin A is liver and that's because animals as well as people, store Vitamin A in their livers.

Some people think that if a little of something is "good for you," a lot must be better. But since Vitamin A is stored in the body, people who take big doses in pills can get too much, which causes pain in the joints, loss of hair, yellowing of the skin, and thickening of the long bones. About the only way they can get too much in *food* is to eat a lot of polar bear liver! She knew she didn't have to worry about that, for she never saw any at the meat counters where she shopped.

Do you know as much as Karen now? Can you answer the following?

T ______ 1. Appetite is affected by the way food looks.

T ______ 2. Variety in color and texture of foods can increase attractiveness and interest in eating.

F ______ 3. Karen peeled the carrots before eating because the outside is tough.

F ______ 4. Meats generally have a lot of Vitamin A.

F ______ 5. Breads have a fair amount of Vitamin A.

T ______ 6. Peanuts and raisins have little or no Vitamin A.

T ______ 7. Carrots are low calorie foods, an average carrot having about 20 calories.

T ______ 8. Digestive problems can be caused by too little fiber in the diet.

F ______ 9. Vegetables have no fiber.

T ______ 10. Vitamin A helps skin and eyes to be healthy.

T ______ 11. Vitamin A can help prevent colds and other infections.

T ______ 12. Vitamin A is stored in the body.

T ______ 13. Having variety in our meals helps us to get all the nutrients we need.

F ______ 14. Generic products usually cost more than brand names.

T ______ 15. Sanitation (or cleanliness) affects food safety.

T ______ 16. Carrots contain nutrients that meats and breads don't have.

T ______ 17. Eating vegetables raw saves energy (the fuel kind).

T ______ 18. It is possible to have ill effects from too much Vitamin A if one takes vitamin pills.

T ______ 19. Peanuts contain some of the same nutrients as meat.

F ______ 20. Salad dressing is low in calories.

Idea That Worked

To teach students the relation of primary, secondary and tertiary colors—without the "mess" of mixing paints—I gave them sheets of acetate in primary colors and had them experiment in combining them and holding up to the light. First they put two together and recorded results:

Two primary colors = a secondary color
Red + yellow = ____________
Yellow + blue = ____________
Blue + red = ____________

Then they put three together, e.g., red and yellow plus another yellow and recorded results:

A secondary color + a primary color = a tertiary (or intermediate) color
Red + yellow = orange + yellow = yellow-orange
Red + yellow = orange + red = red-orange
Etc.

Kathy Summers
Student Teacher
University of Illinois

Editor's Note: Send us *your* ideas that worked—for a future issue of *Illinois Teacher.*

Home Economists and Political Power

When we updated our survey of "Current Concerns in Home Economics Education" last year, we found that the number one issue as determined by 190 leaders in the field is "political participation and/or power of Home Economics groups."

Hence, it may be of special interest to point out a new resource in regard to that issue. The theme for the Spetember 1982 JC Penney FORUM is "Grass-Roots Action: Making a Difference." With an impressive array of authors, Editor Marilyn Norris offers a variety of helps in understanding our changing society and in affecting that change.

Teachers might like to use their "quality of life index" as a class activity. This and other suggested activities may be useful for teachers and professional groups as they learn to be more effective in the political arena.

Two articles in previous issues of *Illinois Teacher* along this line are "The Teacher as Lobbyist," by Kinsey B. Green (September/October 1981, Vol. XXV, No. 1), and "Becoming Influential with Administration," by Coby B. Simerly (September/October 1977, Vol. XXI, No. 1).

I commend to you:

"Affective Education in the Age of Productivity," by Robert R. Carkhuff, in the April 1982 issue of *Educational Leadership,* the journal of the Association for Supervision and Curriculum Development. (You may join that association for $18.00 per year and receive eight issues of that excellent journal. Address is 225 N. Washington St., Alexandria, VA 22314.)

Carkhuff presents a convincing case for affective education, for humaneness in education, as he argues that we can learn to produce more results while investing fewer resources if we stress equality among all the participants in an enterprise and focus on the affective-interpersonal development of all parties involved.

"It is a sad commentary," says Carkhuff, "that the schools, the source of the affective-interpersonal education programs upon which progressive industries base their human development efforts, are abandoning their programs. Many shcool systems have chosen to see affective-interpersonal development as a costly and expendable resource input rather than as an inexpensive and necessary processing ingredient that facilitates the school's own productivity goals."

The same could be said about the productivity of any classroom.

In another ASCD publication (ASCD Update, Dec 1981) the Executive Director, Gordon Cawelti, has suggested five indices of productivity in schools: (1) learning skill achievement, (2) school climate (morale, trust and respect), (3) job placement, (4) student self esteem, and (5) academic subject tests.

HTS

University of Illinois
at Urbana-Champaign

ILLINOIS TEACHER
350 Education Building
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ILLINOIS TEACHER
OF HOME ECONOMICS

The Role of Home Economics in Revitalizing Our Economy

Unemployment, Entrepreneurship and Human Relations

HOME ECONOMICS EDUCATION • UNIVERSITY OF ILLINOIS AT URBANA - CHAMPAIGN

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Address: ILLINOIS TEACHER
University of Illinois
350 Education Building
1310 S. Sixth Street
Champaign, IL 61820

Telephone: 217-333-2736

Foreword

A recent Gallup Poll indicates that unemployment has become the most important problem facing Americans in recent months,[1] replacing inflation. Unemployment is a very personal problem as well as a national one. What can we, as individuals, do to help?

One of our weapons with which to fight this monster is entrepreneurship. We can utilize and teach entrepreneurial skills and create, or help others create, jobs. There are a multitude of them which utilize the knowledge and skills of home economics in both the goods and service areas, and many require very little capital to get started. Examples include:

1. Baby sitting
2. Day care home
3. Elder care
4. Errand person
5. Personal shopper
6. Consulting (regarding budgeting, clothing selection, menu planning, etc.)
7. Catering: cake decorating
   party sandwiches and cookies
   salads
   whole meals
8. Party assistant
9. House cleaning
10. Home sewing and alterations (including wedding dresses)
11. Making draperies and slipcovers
12. Wardrobe care (mending, laundering, storing)
13. Fabric shop and sewing classes in one's home

Stories abound of persons who started small businesses in their own home that grew to gigantic proportions. Others prefer to stay small and keep their operation a family affair.

Many small businesses, of course, do fail. The difference between success and failure may be the skills of entrepreneurship which you teach in your classes. These include:[2]

Inner control	Planning and goal setting
Innovation	Reality perception
Decision making	Using feedback
Human relations	Risk taking

This issue of *Illinois Teacher* includes an article on entrepreneurship by Leach, and another approach to helping people become employable by Weis and Carlos.

Of course, when one is unemployed or underemployed, it becomes even more necessary to use wisely the resources one does have. Other articles in this issue may be of help in accomplishing this task for self or teaching others.

Human relationships often become strained when family members are unemployed, too. Child and spouse abuse increase, and other crimes against society usually increase, too. So we may help decrease the negative effects of unemployment by focusing more strongly on principles of human relationships in our teaching. Some helps for identifying those principles and selecting techniques with which to teach them may be found in previous issues of *Illinois Teacher,* e.g., volume XXIV, no. 3; volume XXIII, no. 5; volume XXII, no. 2, and volume XXI, no. 4.

The cumulative index by subject in volume XXV, no. 5, will guide you to others. Look under Human Relations, Human Roles, Quality of Life, Family Life Education, Child Development, Resource Management, and Teaching Techniques. If you don't have volume XXV, no. 5, you may obtain it from the *Illinois Teacher* Office, Education Building, University of Illinois, 1310 South Sixth Street, Champaign, IL 61820, for $3.00.

We hope you'll find this issue of *Illinois Teacher* personally and professionally useful, that your classes and your FHA will benefit, and that it will make your New Year look a little brighter. We also hope you'll continue to share your good ideas through *Illinois Teacher* so that other teachers may be more effective and better utilize their time because of your help.

Have a great 1983!

—The Editor

[1]Reported in *News Gazette,* October 17, 1982, Champaign-Urbana, Illinois.

[2]From *Entrepreneurship Education: Learning the Skills,* by T. J. Scanlan, et al., a publication of the University of Illinois Department of Vocational and Technical Education and the Illinois State Board of Education, 1980.

The University of Illinois
Home Economics Education Student Seminar
invites all Home Economics Alumnae(i) and friends to the
10th Annual Home Economics Alumnae(i) Conference
on March 5, 1983

Registration and coffee hour 9:00 a.m. in Room 22 Education Building, University of Illinois, Champaign.

Program 10:00 to 3:00 includes speakers on a fashion wardrobe on a budget, creating your own job, being in charge of your own health, and other topics.

The registration fee of $8.00 covers lunch at the Illini Union and should be sent to Dr. Hazel Spitze, 351 Education Building, Champaign, IL 61820.

Everyone is welcome and sure to have an enjoyable day.

Reducing Unemployment Through Entrepreneurship

EDITOR'S NOTE: If students learn entrepreneurial skills and attitudes in home economics classes, those who have traditionally chosen to become full-time homemakers may be more likely to combine this role with a part-time business in their home and thus have increased insurance against the trauma of "displaced homemakers." These skills can also enable one to create a job for oneself and provide an alternative when unemployment is high.

James A. Leach
Assistant Professor
Department of Vocation and Technical Education
University of Illinois
at Urbana/Champaign

Increasingly high levels of unemployment, which persist even in times of economic expansion, suggest that the American economy may be losing its capability to provide employment opportunities for all who seek jobs, especially for the young and those with special needs, i.e., disadvantaged and handicapped. Regardless of whether the unemployment rate in the United States is comparatively high or low, the unemployment rate for youth is always higher than that for older workers. Competition for first jobs is especially keen in a labor market plagued with a high youth unemployment rate. The situation is compounded for youth who leave school early.

One role of home economics education in the United States is to provide skill training to students (youth and adults) at all educational levels to prepare them for jobs. Approximately one-third of all high school students enroll in vocational programs and more than fifty percent of the nation's community college enrollment is in occupational programs. However, employment opportunities may be shrinking or becoming less available to these students. Although home economics education cannot create employment opportunities directly, it must begin to concern itself with preparing people to create their own employment.

For both in-school students (youth and adults) and unemployed early school leavers, it is time to look at ways that home economics educators can prepare more entrepreneurial workers. Unemployment can be reduced if national attention is focused on education for entrepreneurship.

Defining Entrepreneurship

Entrepreneurs are usually thought of as self-employed persons who have the potential to spark and sustain economic growth. Abraham Maslow, a psychologist known for his theories regarding human needs, indicated that the most valuable 100 people to bring into a deteriorating society would not be economists or politicians or engineers, but rather 100 entrepreneurs. An entrepreneur may be defined as a person who can identify needs, gather resources and implement action to satisfy these needs. At a seminar on curriculum development for entrepreneurship conducted by Robert Nelson of the University of Illinois at the East-West Center, Hawaii, in 1976, the following entrepreneurial traits were identified from an extensive review of research studies:

A. *Self-confidence*
   1. Confidence
   2. Independence, individuality
   3. Optimism
   4. Leadership, dynamism

B. *Originality*
   5. Innovative, creative
   6. Resourceful
   7. Initiative
   8. Versatile, knowledgeable

C. *People-oriented*
   9. Gets along well with others
   10. Flexible
   11. Responsive to suggestions/criticisms

D. *Task-result-oriented*
   12. N ach (Need for achievement)
   13. Profit-oriented
   14. Persistence, perseverance, determination
   15. Hard work, drive, energy

E. *Future-oriented*
   16. Foresight
   17. Perceptive

F. *Risk taker*
   18. Risk-taking ability
   19. Likes challenges

Entrepreneurship education can increase employment opportunities in two important ways. First, entrepreneurship education can provide individuals with the requisite characteristics and skills needed to create and expand work in any organizational setting. Entrepreneurship education can provide an important foundation upon which technical training can be based. To the extent that entrepreneurship education encourages youth to be adaptive, creative, and farsighted, unemployment in later years is less likely.

Second, and perhaps more directly, entrepreneurship education can create employment opportunities by providing individuals with the skills and attitudes necessary to establish small businesses and operate them successfully. Preparing youth to be entrepreneurs, whether for self-employment or for working in large businesses, will help them to compete for first jobs and to maintain employment throughout their adult lives.

The Need for Education and Training

The National Advisory Council on Vocational Education has stated recently that "entrepreneurship activity is a byproduct of the vocational education experience which should be more strongly developed . . . [and that] encouragement and training should be given to aspiring entrepreneurs to assist them in establishing and expanding their own businesses."[1] More specifically, the Council has recommended that the conception of workforce policy in this country be expanded to include and emphasize suitable incentives for

[1]National Advisory Council on Vocational Education, *Preparation for Self-employment: A New Dimension in Vocational Education* (Washington, D.C.: Government Printing Office, January 1979).

self-employment and that we determine how educational programs can be modified to prepare people for entrepreneurially defined work.

Until recently, formal education relating to small business ownership and management has not been emphasized except in vocational agriculture. There has not been any systematic effort to prepare youth and adults for self-employment. However, through the efforts of the U.S. Small Business Administration, a few universities, community colleges, and area vocational schools, progress has been made in recent years. Management education at all levels had tended toward the teaching of specialized managerial skills suitable for those students who desire to become managers and employees of large organizations. Students have rarely been taught the basic knowledge, skills, and attitudes necessary for success in operating a small business.

The need for instruction and systematic preparation in small business ownership and management is evidenced by the high mortality rate of small businesses. The U.S. Small Business Administration estimates that 80 percent of the 50,000 new businesses started each year will eventually fail. Most of these small business failures result from a lack of education and experience as a manager or a lack of personal qualifications to operate a business. Statistics presented at the 1980 White House Conference on Small Business[2] highlight the need for education and assistance:

- Of the fourteen million enterprises in the U.S., 99.2 percent employ fewer than 100 persons.
- Eighty percent of all small businesses fail within the first five years of operation.
- Nine out of ten small businesses fail because of poor management. Specific reasons include: lack of planning, inadequate controls, poor accounting methods, inability to read and understand financial statements, and inability to locate expert advice when needed.
- Minorities form 20.2 percent of the total population, but own only 4.3 percent of all businesses and generate only .7 percent of all business receipts.
- Women make up 51 percent of the total population, but own only 4.8 percent of all businesses and generate only 1 percent of all the business receipts.
- Of over fourteen million enterprises in the United States (including farms, franchises, and professional firms), two million are corporations, one million are partnerships, and approximately eleven million are sole proprietorships.

Clearly, there is a need for targeted educational programs for self-employment.

Training for Potential Entrepreneurs

The evidence suggests that vocational and technical education has a role in training potential entrepreneurs. Of the approximately 15 million students enrolled in secondary and post-secondary vocational and technical education programs, a sizable proportion prefer self-employment and/or become self-employed. A survey conducted in Middlesex County, New Jersey, in 1979 indicated that of those persons graduating from vocational and technical programs 25 years ago, nearly 9 percent eventually owned their own business.[3]

The desire of Americans for independence is revealed in a study published in 1979 by The Survey Research Center at the University of Michigan. For five successive years (1974–1979), the Center interviewed graduating high school seniors to determine what type of work setting they preferred. The results indicated that they strongly preferred an entrepreneurial setting: working for themselves, with a small group of partners, or in a small enterprise, rather than in a large organization.[4] It has been estimated that of those students currently enrolled in vocational education programs, three or four students in a typical vocational education class will eventually own their own business and many more students may have potential and desire to become self-employed.[5]

Although the subject of small business management should be introduced in home economics programs at the secondary level to create an awareness of future career opportunities in small business, the actual preparation for business operation may be more effective and relevant for students at the post-secondary level. Home economics education continues to attract increasing numbers of students who seek preparation for a variety of occupations. Opportunities exist for small business ownership and management in most home economics fields including: food service, apparel, child care, elder care, household operation, and consumer services.

Home economics education curricula need to become flexible enough to allow students the opportunity to acquire skills needed for ownership and management of a business. Prospective small business operators require adequate preparation in traditional small business management concepts such as recordkeeping, managerial planning, financial management, credit and collections. But, equally important, they require the development of personal characteristics necessary for successful operation of a business. Proficiency in human relations, communications, problem-solving and decision-making ability, the ability to cope with change and competition, and a strong desire to own and manage a business successfully will enhance an individual's chance of success.

Teaching small business ownership and management concepts to home economics education students cannot guarantee success. But, education, coupled with some type of "on-the-job-training" in a small business environment, can provide more informed students who have skills and motivation which will aid them in self-employment.

Recently, there have been indications that vocational educators are becoming more involved in the area of attitude development. Occupational survival skills such as problem solving, human relations, decision making, and effective communication are some of the concepts which might be included in career preparation programs for entrepreneurial education.[6] Further efforts at the Department of Vocational

[2]White House Conference on Small Business, *Issue Paper on Education, Training and Assistance* (Washington, D.C.: Government Printing Office, January 1980).

[3]W. Wenzel, Comments at the Job Creation Conference (Somerset, N.J., November 1979).

[4]U.S. Small Business Administration, Office of Chief Counsel for Advocacy, Small Business and Economic Growth in the 1980's, *Current Topics* (Washington, D.C.: Government Printing Office, September, 1980).

[5]Robert E. Nelson, "The Role of State and Local Vocational Education in Job Creation" (paper presented at the American Vocational Association Convention in New Orleans, Louisiana, December 1980).

[6]Robert E. Nelson, "Perceptions Concerning Occupational Survival Skills" (monograph prepared by the Office of Vocational Education Research, Department of Vocational and Technical Education, University of Illinois, Urbana, 1979). (ERIC Number ED-181-250)

and Technical Education, University of Illinois at Urbana-Champaign, have resulted in curriculum materials[7] that can be used by home economics educators to prepare students in learning and applying entrepreneurial skills.[8]

Continuing Education Efforts for the Self-Employed

Another, and equally important, way that home economics education can impact on improving the small business sector is through continuing education efforts designed to assist those who are already self-employed. Birch emphasized that reaching these people will be difficult since they are small, independent, and volatile. He indicated that the very spirit which gives them their vitality makes them uncompromising partners in educational efforts.[9]

Baker presented four tiers of relationships between the entrepreneur and the educational system. The first tier focuses on teaching people who have some interest in becoming entrepreneurs. The second is management for people who have already chosen to be entrepreneurs and are in business. The third tier consists of preparing workers for existing small business firms. The final tier involves preparation for such people as government small business administrators, bank managers, and consultants to work together to increase the vitality of the small business environment in the local community.[10]

Nelson identified similar levels or target groups that should receive education and training for entrepreneurship. The first target group is labeled future entrepreneurs, whom he identifies as those young people in school who are considering small business ownership as a career option. A second group called potential entrepreneurs are those persons in the labor force who are ready to initiate action to become self-employed. The third target group, existing entrepreneurs, are those persons who currently operate small businesses and are in need of assistance. The final group identified is growth-oriented entrepreneurs. These people have viable businesses which they are interested in expanding.[11]

In order to provide viable education for those individuals who are already self-employed, home economics educators will need to work more closely with other agencies, institutions, and organizations. Home economics educators must define and develop new methods to link training to the small business sector. These methods need to be designed to meet the specific needs of potential and existing self-employed individuals.

Conclusion

Vocational and technical education is in a position to provide the necessary leadership to reduce unemployment by increasing the emphasis placed on self-employment. A blend of entrepreneurial skills and technical skills is required for successful operation of many businesses. Based on their previous success at teaching similar skills, home economics educators may be in the best position to show the relevance of entrepreneurial skills to technically skilled workers who want to be creative in their employment or become self-employed in the future.

Alvin Toffler, author of *Future Shock* and *The Third Wave*, agrees with other futurists in forecasting a new dimension of the continued growth and economic importance of the private small business sector by describing the "electronic cottage."[12] This term refers to homes, rather than offices and factories, where work is being done primarily through the use of computer terminals. Toffler predicts the emergence of an infrastructure of small companies and organizations for coordinating such home-based operations.

Businesses operated at home form a "hidden" part of the economy. With the aid of increased technology and requisite education and training, it is likely that the number and effectiveness of home enterprises of all types will increase, thereby creating relevant, new jobs.

There is no shortage of work to be done in our society. The problem is translating work into jobs. Entrepreneurship education can help people discover work on their own and thus create employment opportunities for themselves and for others. Home economics educators have the skills not only to become more entrepreneurial themselves, but, equally important, to play a part in teaching for entrepreneurship. ☆

[7]Thomas J. Scanlan, et al., *Entrepreneurship Education: Learning the Skills, Applying the Skills, Supplementary Readings* (available from the Curriculum Publications Clearinghouse, Western Illinois University, Macomb, Illinois, $19.50 for the set of 3 volumes).

[8]Thomas J. Scanlan, et al., *Entrepreneurship Education: Learning the Skills, Applying the Skills, Supplementary Readings* (Department of Vocational and Technical Education, University of Illinois, Champaign-Urbana).

[9]D. L. Birch, *The Job Generation Process* (Cambridge, Mass.: M.I.T. Program on Neighborhood and Regional Change, 1979).

[10]David E. Baker, Reaction Paper to "Increasing the Productivity of the Small Business Sector" (Robert E. Nelson), *ibid.*, p. 51.

[11]Robert E. Nelson, "Increasing the Productivity of the Small Business Sector" in monograph *Productivity in the Workforce: A Search for Perspectives*, ed. by James A. Leach (Office of Vocational Education Research, Department of Vocational and Technical Education, University of Illinois at Urbana-Champaign, December, 1980), p. 43.

[12]A. Toffler, Remarks before the Futuring Conference (Albany, N.Y., May, 1981).

Confronting Issues in Occupational Home Economics*

Susan F. Weis
Associate Professor
Home Economics Education
The Pennsylvania State University

Ellen A. Carlos, D.Ed.
Fairfax, Virginia

As the field of home economics education shudders through the impacts of policy decentralization to local control and through other social changes accompanying what Toffler calls *The Third Wave* (1980), the appeal of occupational home economics may be rising. It is our intention that this paper serve to promote such interest by (1) airing and confronting some of the obdurate and pervasive issues which have hampered the development of these programs, and (2) offering some examples of ways to build enriched occupational home economics programs for consideration.

Since the Vocational Education Act of 1963, vocational home economics education has been the provider of educational programs to prepare learners for the roles of homemaker, consumer, and wage-earner. This has been accomplished through programs of consumer and homemaking education and occupational home economics. Conceptually, these programs are intended to be integrated and articulated as a component of the broader secondary, post-secondary, and/or adult level offerings of a school district. Their philosophy and rationale is to be conscientiously derived from the local community of the school district. Yet, in many cases, the vocational home economics program does not extend itself to develop an occupational program, or it does not seek to integrate isolated occupational home economics programs which may have developed, independent of the philosophical influence of vocational home economics within a district. Thus a symbiotic relationship is desired but not often actualized between occupational programs and consumer and homemaking programs and/or the near environment of the community including its occupational subsystems.

In the process of developing a comprehensive vocational home economics program—one inclusive of occupational and of consumer and homemaking courses—it may be useful to reflect on the varied meanings that work holds for individuals today, how recent social and economic changes have influenced the individual's dependency upon an occupation, and how young people are socialized to prepare for their adult roles in occupations and in families (Weis, Carlos, and Kreutzer, 1980).

One third of the adult human life is spent in employment. It is virtually impossible for most people to spend all of their life times playing, making love, eating, jogging, swimming, sleeping, partying, or watching television. Progoff believes that the great philosophers of the world have struggled to set forth the notion that "everyone has a life and that life must be his or her great work of art" (in Kaiser, 1981, p. 76). It is important that the one-third of our lives that we spend working be well integrated with the other two-thirds to yield an *aesthetically* compelling creation. The word aesthetically is intended to contrast to the word anesthetically, or, without feeling. The "full life" is a term used to describe the individual who lives the entirety of human life stages being actively engaged in the living process. Bolles' work (1978), *The Three Boxes of Life: and How to Get Out of Them* is one of the liveliest and most provocative books in our library. The book is intended to provide a collection of tools individuals can use in life and work planning to achieve a balance in and throughout one's life. We recommend it to those who are having some problems getting the aesthetic part into their own works of art.

The field of home economics is interwoven with the lives of individuals and families, one-third of which is being devoted to work. It is both paid and unpaid work. Some of it is done to earn the means to buy the kind of trappings that allow you to get on with your aesthetic creation. Some of it is done because it involves you actively in the process of aesthetically creating. And, some of it is done to keep you and your trappings aesthetically creative. This brings us to a very important point. *The capability to be economically independent is needed by everyone these days.* There are folks who will disagree, gnash their teeth, and say that if women are able to earn money then the dating, mating, marriage spiral which is built around the assumption of the negotiated trade-offs of sexual favors and intimacy for economic dependence between females and males is thrown out of kilter. If females can earn a decent living in paid employment, goes the argument, they won't be bound to housework. What will keep them working strong for their homes and families? The answer, obviously, is: the same as it is for males. Home and families are an enormous part of one's aesthetic creation and a paycheck isn't likely to change that. So the elements of the dependency interchange between females and males are slightly altered. The really big deal comes in working out the details so that no one person is prevented from working on their own aesthetic creation. The integration of work with family life is an ongoing issue we all need to work on and to help our students, clients, and associates work on. It is surprising that home economists have not been more public about effective ways for combining careers and family life. We certainly are more sophisticated than the average person about the roles and skills needed for being simultaneously a spouse, parent, homemaker, and employee. And, we can all stand to share this expertise to help and enrich others.

Occupational home economics is concerned with preparing individuals to become economically independent and active. It is a different mind-set or orientation from managing and conserving resources. It is creating resources and making money through commercial enterprise. There is an element of "dirtiness" associated with money-making in many people's minds, and we believe that it even discourages home economists from developing effective programs to prepare others to become wage-earners. It is impossible to live in a society as capital-intensive as ours without some preparation for tapping the economic system to secure the means for earning one's own life-style. One's sense of integrity, honesty, and personal worthiness can flow from establising oneself as a productive member of the social order—not an easy task. The whole argument for vocational education is based upon

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the fact that the good, old days of paternalism are gone. Young people can no longer look to their families to establish themselves in income-producing situations that will help to provide for their life-time of needs. Vocational and occupational education is necessary to prepare individuals for work roles and to assist them in making the scary linkage from education to work. This same logic holds true for occupational home economics which is responsible for the occupations derived from homemaking roles—food management, production, and services; child care and guidance, management, and services; clothing, apparel, textiles management, production, and services; home furnishings, equipment, management, production, and services; and institutional, home management and supporting services.

The occupational education focus of home economics has been affected by several critical problems which continue to detract from its integration with home economics education. We will identify those problems which we've been able to document.

1. Research by Witt and Naherny (1975) indicated that the *Dictionary of Occupational Titles* has discriminated, unconsciously, against all non-degreed, people-oriented women's jobs by underestimating the complexity of these occupations and by failing to develop the job analysis tools necessary to express accurately the job elements. The jobs thus underestimated in complexity were coded as requiring little or no skill and therefore undeserving of funding for program development. Jobs which suffered the most from this discrimination are the salaried derivatives of homemaking and mothering—particularly those at the paraprofessional level. These jobs comprise the bulk of those occupations for which entry-level occupational education in home economics is intended.

2. The effects of sex discrimination and a broad societal tendency to devalue homemaking have eroded the status of many home economics-related occupations which now exist as dead-end jobs with low salaries, well-entrenched in the pink-collar ghetto.

One interesting feature of this ghetto is that the jobs are dominated by women who selected them because they were compatible with a particular life style. These are jobs which could be assumed and abandoned as one's needs for them waxed and waned. Society valued them according to the level of commitment demanded of workers. As social values shift toward expectations of higher levels of worker commitment in occupations, social valuations of occupations are enhanced, and salaries increase. We can, however, appreciate some of the factors which have made female-dominated occupations attractive to females, such as their accessibility, their compatibility with a life-style comprising multiple roles, and their limited demands (physical strength and energy) on the individual. As these occupational features change with legislation to abolish sex discrimination, societal valuation of these occupations should change.

Other factors have changed which affect our view of the value of work in one's life-style—*inflation* which creates an increasing capital intensity to the quality of life; *the women's rights movement* which has heightened our impatience with social policies based on previous life-styles (such as the Social Security system, and that of federal income taxes); and *our expectations* which are caught between the transition of women as economic dependents and women as economic independents. (Those caught most dramatically are the displaced homemakers who at midlife are rebuilding their identities as wage earners.)

3. Boulding (1972) established the existence of a "grants economy" in families and social networks. This economy operates on the reciprocity of goods and services for love and concern for others' welfare. The economy forms the bulk of that of unpaid household production of females and males. It is unnecessary to describe the value of this work to home economists, but Gage's (1979) description of this invisible workforce is evidence of our success as home economists. She reports the invisible workforce to be 75 million members strong working 365 days a year and on-call 24 hours a day.

Nichols (1980) notes that one survey establishes household work of the average midwestern wife as being worth $8,300/year. Yet recent figures show that the median wage of employed women as $8,570. "The dollar value of women's work in the home is greater than the average earnings of over half the employed women" (Nichols, 1980, p. 8).

The valuing of home production gives women who are free to choose, the option of determining what level of wages is needed for them to decide to substitute their time in paid employment for time in homemaking (Lloyd and Niemi, 1980). Obviously, the presence of young children, or dependent family members, or complicated households increases the wage level needed for efficient substitution. For many families, the luxury of choice does not exist and wages earned do not efficiently substitute for the loss of a homemaker's time but the wages earned are vital for family sustenance.

The valuing of home production is also affected by the presence of family members who can substitute their time for time in paid employment or for time in household production.

> Men and women may be potential, although not necessarily perfect substitutes in some household activities, such as cooking, cleaning, and laundry, whereas they may tend to engage in others, such as child rearing and leisure activities, together, and thus be complements (Lloyd and Niemi, 1980, p. 27).

Scanzoni (1978) presented a thorough analysis of the phenomenon of marital parity, or equity between spouses, in relation to the change in women's social status. His analysis indicates that *marital parity* relates to the bargaining position of both spouses and their ability to negotiate effectively from their positions. Women, in general, have lost ground with discrimination and societal devaluation of their roles. One's bargaining position is affected by (1) education, (2) earnings and other resources at one's command, and (3) occupational status. Marital and family parity can be enhanced, thus, by educating women for employability.

Occupational home economics, in fact, confronts the differences between intimate relationships based on one-way transfers and the reciprocity of goods and services made for love and those based on equivalent exchange made for profit. Home economics has valued and encouraged valuation of the former. Indeed, many authorities believe that families can operate as families because of the "grants economy." The introduction of an exchange economy in the family is believed to desecrate the values underlying its interdependencies. It is perhaps for this reason that occupational home economics has not received the attention of priority in the broader field of home economics. The very element of two separate economic systems has bound females from extensive labor force

participation and thus, social and civil equity in social orders whose rewards favor capital intensive exchange economies. Perhaps home economics education can assist its students in analyzing and managing across the parameters of the two economies toward the attainment of marital and social equity for women.

Occupational home economics and the larger field of home economics is responsible for (1) developing the articulation strategies for career progression in its occupations, (2) establishing the working networks and liaisons with the industrial and business community, (3) working toward the abolition of sex bias and stereotyping which has been damaging to the occupations and the life-styles they enable. These responsibilities seem perfectly proper to us, but they are probably an example of wishful thinking on our part. Home economics has not always been an eager parent to its occupational subfield. After eighteen years of official life, occupational home economics is finally getting some serious attention in baccalaureate-degree, teacher preparation programs. Two books emerged from this subfield in 1979 to guide practitioners. Margaret Voss Rourke and Christine A. Gentry wrote *So You Want a Successful HERO Program,* published by McGraw-Hill; and Joyce J. Terrass and Carolyn Holman Comfort wrote *Teaching Occupational Home Economics,* published by Charles A. Bennett. Additionally, G. Polly Jacoby wrote a student text and workbook entitled *Preparing for a Home Economics Career,* also published by McGraw-Hill in 1979. Occupationally-oriented home economics courses have existed for a longer time than the official mandate of the 1963 Vocational Education Act, and certainly long enough to give the subfield a past history upon which to build. The occupational fields it represents are richly flexible and can take the form of positions in established firms. With entrepreneurial astuteness, there are self-employment possibilities. Cottage industries are a third alternative.

So far, we have been saying what occupational home economics has working against it—sex discrimination, poorly developed and devalued entry level occupations, and parents who believe that if this late-blooming sibling is encouraged, the first-born will be neglected and will become a delinquent who ravages the social order. Yet, we know at some deep level that helping one child strengthens the entire family, which in turn, strengthens the social order. And that is our major message today. *We, in the family of home economics, need to nurture and encourage occupational home economics to strengthen its entire family.*

There are a variety of ways this can be done. Here are a few possibilities for consideration from Paul and Carlos (1982). Did you know that several years ago the Farmers Home Administration began a Youth Program that provided money to *any rural supervised youth program participants* including 4-H, FHA-HERO, FFA, Grange, etc. The project has to be profit motivated and cover the expenses of the project. In taking advantage of this federally funded program, a close and cooperative relationship will necessarily develop between the instructors and personnel at the local office of the agency, as well as with the students borrowing the money. The funds could be used for any expenses of a business enterprise other than purchasing land. In one small town in North Dakota, as of 1980, thirty-four youth loans for $296,600 have been made to high school students. Advantages of participating in this program include: (1) capital was made available, (2) project and financial obligations were supervised, and (3) credit was established. All three advantages are crucial to entrepreneurship.

Along with typical relationships built between vocational educators and employers, Rugby (N.D.) High School has demonstrated a high degree of flexibility by establishing additional services to business and industry. In rural areas, obtaining the required number of adult students necessary to run a specific program was often next to impossible. To help solve this problem, local businesses entered into a cooperative arrangement with the local school. Company employees (and other interested adults) could attend regular high school classes along with secondary students. Although the participating companies as well as the involved employees benefited from this arrangement, there was a hidden benefit for the school and its students. Association with older and more experienced students proved a good career orientation vehicle for the young high school students who also worked in the companies on a cooperative basis. According to the local businesspersons, who provided released time and paid tuition, the program was very successful, particularly in business courses. It is anticipated that more adults will be taking part in this type of program as more businesses change to new data processing machines and computer-related technologies.

An active and well-coordinated career education and exploration program can greatly enhance the visibility of your occupational home economics program. The close contact with employers, which results from planning observations and shadowing a practitioner, creates a strong basis for cooperation and usually ends in higher placement rates of the participants. In one small mid-western town, over 50 career slots were located for students to study in depth. If something particularly interested a student, additional exposure to that career was planned.

Mid-State Technical Institute in Wisconsin Rapids, Wisconsin has one example of a jobs-oriented educational system, and many jobs have been created through the Child Care Aide program. Ten years ago the first child care aide program in the state was initiated. Part-time university instructors were hired to teach the courses, however, and continuity was lost due to changes in staff. When a full-time person was hired, success began. Headstart was just beginning nationally (1969) and a policy was developed to hire aides from within (i.e., parents of children in Headstart) which helped to break the unemployment and poverty cycle. Later, when the legislature mandated education for 3- to 21-year-olds, exceptional, and handicapped people, teacher's aides were needed and the institute was ready. Public schools hired graduates as teacher's aides.

Graduates from the program have the required 40 hours of instruction. To be a director, they must also be at least 21 years old. The typical career ladder is teacher's aide, teacher, director, and owner of day care center. The program was coordinated with social services so that the ten-hour "child care provider" course can be used to get credentialed as a certified babysitter, which is necessary for receiving certain human services benefits.

A second example of the institute's job creation activities involved the Dietetics Technician Program beginning in the fall of 1970. The nine-week internship on the job sells the job to the employers. Technicians are more economical to the institutions than dietitians, so they will hire technicians when they wouldn't hire another dietitian. All the jobs are newly

created since none were hired in those positions before.

Personnel at State Fair Community College in Sedalia, Missouri, are also working closely with business and industry. The Solar Energy House is an example of such cooperation. Seen as an up-and-coming need, a staff person developed a project and wrote a grant to design the house and develop an educational experience to go with it. She drew heavily on the expertise of her advisory committee who had much input into the curriculum. Her committee was made up of people from construction trades, real estate, solar energy home owners, and the state department. They also developed a slide presentation which she showed at the Missouri Vocational Association State Conference and the Building Trades Association meeting. This project spawned many calls for more information and certainly created awareness of an innovation.

That same community college established a media center in 1976. Funded through federal and state grants, the center specialized in the development of competency-based instructional materials for individualized instruction utilizing slide-tape and videotape formats.

Along with the materials for general use by educators nationwide, the professional and technical staff of the center, in close cooperation with industry, have developed and produced videotape industrial training films for specific employers. Orientation films were developed and used by the industry to present well-thought-out information to new employees in small groups or individually as required. These presentations were viewed by the company officials as valuable tools for starting new employees out with an understanding of the company background, benefit package, rules, and procedures. People who are not familiar with new working environments had to learn what was expected of them in relation to the industrial setting.

Other videotapes were produced and used for training new employees and updating existing employees about safe operating procedures. These films looked at actual situations in the business, so time was not wasted (as it is in more general films) in modifying for the employees.

The college has received positive feedback from the employers who have taken advantage of the training films. The videotape presentations permitted flexible scheduling of training and insured consistent content with each showing. Employees could see the exact procedures they were expected to use as they heard the procedures explained; thus, the amount of time required for training was reduced. Perhaps the most positive evidence of the value of the films was that employers have requested that additional training films be produced.

In Battle Creek, Michigan, located practically next door to the Kellogg Community College, the Calhoun County Vocational Center and the College have developed excellent articulation. They worked together to allow students from the Center to receive college credit for skills they learned if they later decide to attend the Community College. Since the Center has no official post-secondary program, adults who attend classes there are technically enrolled at the college. The Adult Education Coordinator oversees the college credit programs. Many of the staff functions, such as public relations and placement, were shared by both institutions.

Also, in Michigan, business, economic developers, and the Center's staff worked together to plan and implement the training for most of the employees for a new hotel complex. The award of a $5.5 million Action Grant from the Department of Housing and Urban Development permitted the construction of a complex with a $14 million Stouffer Hotel and convention center, retail mall, recreation center and atrium. When the complex was completed, a labor force, was available for employment. Home economics is a natural choice for providing much of the training in situations such as this. However, much advance planning must be done before we can deliver or even offer to deliver such comprehensive and varied training for a specific employer.

Along with special job-related training programs for business and industry, those involved in the economic development process perceived a need to address social and cultural problems that arose when people from other countries moved into the Battle Creek area. To help the foreign companies and their executives become more acclimated, a set of seminars has been developed for the executives and their families. Also, an "adopt-a-family" program has been started by the Junior League of Women.

The public service employees in an Ohio county were one of the groups in an individualized training plan developed by the Upper Valley Joint Vocational School. The personnel manager discussed the program with the department heads and the industrial coordinator talked with all of them about their needs in mid-management. Those needs are communication, group dynamics, decision-making and conflict management. He and the staff members put a package together designed to meet their specific needs, and the program was scheduled at a convenient time (4:00–5:30 p.m.) for the supervisors. The $600 enrollment fee covered the mid-management courses and any other training needs that may come up for the year. The personnel manager also worked with the school on individual training for union members who bid on jobs and transferred from other jobs based on seniority, rather than skill attainment. The potential transfers were assessed at the school for aptitude, and decisions regarding skill potential and actual job transfers were based on those assessments.

In this same community, three years ago, several employers expressed needs for trained workers through advisory councils on which they served. There were many similar businesses but none large enough to run training programs themselves, other than on-the-job training. Once again, the coordinator met with people from the businesses to obtain their input into the program planning and curriculum. Then an instructor and five or six resource people from the busiesses came in to teach the classes. Of course, you may only need to coordinate the resources and resource people, and classes can be held in different places all over the community. Part of the planned learning experience takes place in the business. Newspaper ads recruited students. The entire first class was hired immediately on completion.

In summary, we are encouraging you to try some energetic approaches to occupational home economics programs. New dynamic forms of collaborating with business and industry are essential for occupational programs. This revitalization can in turn enrich and expand the relevance and meaningfulness of all of home economics.

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(continued on page 89)

An Important Connection: WORK AND FAMILY

Arminta Jacobson
School of Home Economics
North Texas State University
Denton, Texas

Tommie Lawhon
Associate Professor
School of Home Economics
North Texas State University

There is a direct connection between work and family life. When conflicts or problems surface in one area, the effects are felt in the other. A vicious cycle develops that affects both job and home; and neither is independent of outside pressures and influences (14). Conversely, when all is going well in one area, the other benefits.

This paper describes a number of ways in which contemporary work roles are related to family life and provides additional insights for family life teachers as they develop curriculum. It is imperative that this education assist present and future husbands, wives, and children to recognize some points that seem to cause trouble in families. This recognition can assist them as decisions are made regarding work, promotions, and other life changes.

Relationships between family and work have been affected by technological changes (4, 9). Prior to the Industrial Revolution, a little over two hundred years ago, most work centered around the home. The development of technology, especially machines, made it necessary to relocate work to buildings especially designed to accommodate modern machinery, power tools, and large numbers of workers. As technology has become more sophisticated, employees have sacrificed family-centered life-styles for comfort and higher standards of living. As machines became more complex, new work roles created increased demands for specialization and training. Many companies today transfer specialized workers, making the extended family less available and placing more pressures on the nuclear family. Technically advanced communications systems and transportation offer alternatives for family continuity in a geographically expanding marketplace (4, 7).

Changes within homes also reflect technological advances. Innovations in appliances, consumer products, and marketing have altered lifestyles and given women more freedom to pursue educational and career goals. This has affected relationships between the family and work (4, 9).

Relationships Between Work and Family Life

Developments in the home and the workplace have had an impact upon society. The U.S. Department of Labor found more than one-third of the workers who lived in families experienced conflict between work and family life (15). When asked how roles conflicted with each other, the three most common concerns were excessive work time, schedule conflicts, and fatigue and irritability. Work-family stress was related to a number of job characteristics.

1. Excessive work time interfered with job and family life. This was related to excessive hours spent working, frequency of overtime, and number of hours on the job.
2. Schedule incompatibilities between work and family demands were uniquely related to afternoon, evening, and irregular work shifts.
3. Work fatigue interfered with family life and was described as physically or psychologically demanding.

Workers reporting job and family conflicts had lower satisfaction with both work and family life. This was especially true when schedules conflicted or when fatigue was a problem.

Teachers need to present research findings to students so that career decisions and family goals may be compatible. For example, technological developments have resulted in changes that create conflicts and pressures for individuals and the family. Some of these are:

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1. Routine husband-father absence due to long hours or travel, encouraged by sophisticated transportation.
2. Work-related conflicts, time pressure, and mobility aspirations, related to increasing job specialization.
3. Loss of mutual interests between husband and wife as relationships between home and work diverge.
4. Geographic mobility and job transfers, often related to changed company status.
5. Status changes such as promotions.
6. Decreased opportunities for promotion into higher levels of management, managerial upheavals, and unemployment which affect status and self-esteem, often related to technological obsolescence in companies (7).
7. Job-seeking attempts that fail.
8. Midlife crises involving discrepancies between current achievements and aspirations set earlier in life, further aggravated by rapidly changing cultural values and lifestyles.
9. Men who are career, rather than family, oriented, married to family-oriented women (1).
10. Long working hours.
11. Work taken home.
12. Work adversely affecting recreation because of schedule conflicts and time demands (3).
13. Attitudes toward family roles which affect companionship with mate and children, attendance at family and school functions, and participation in household duties (6, 12, 16, 21).

The home economist can assist students and others in setting short, mid, and long range goals based partially upon the recognition that these pressures exist. Ways of avoiding or coping with their reality can be determined.

An Example of the Connection: Ages and Stages

The recognition of the family life cycle and developmental tasks are important to family life education. One illustration of this is Bartolome and Evan's (2) study of male managers in which conflicts at home and at work were found to vary according to the ages and stages of the employed individual. Each stage reflected a different pattern of tensions between work and home.

The young managers ranged in age from mid-twenties to mid-thirties. Their primary concern related to tension from launching a career.

The middle stage, from mid-thirties to early forties, was characterized by preoccupation with a meaningful private life, especially in terms of marriage relationships. This stage was found to be experienced in a number of different ways: (a) with a sense of confirmation in successfully launching careers of work, husband, and father; (b) with an active renegotiation of marriage and lifestyle; (c) acceptance of unsatisfactory marriage relationship and lifestyle; (d) dominant investment in family and private life due to a sense of career failure; or (e) late involvement in the success-spiral, with difficult sacrifices of family life.

The older managers, aged forties and fifties, were preoccupied with the relationships with their adolescent or grown children. This period was characterized by a search for the integration of concerns of earlier stages. However, the most typical outcome at this stage was resignation to the fact that life will never meet all of their expectations.

These changes in life patterns reflect development in individuals and families. Although lifestyles vary from culture to culture, developmental patterns such as those reflected above have been found to exist regardless of cultural differences.

This study by Bartolome and Evans also presents another example, that of values held by family members regarding work and family. The male managers were asked to rank various areas of their lives according to the satisfaction derived. Although the managers indicated that work and family were of equal value, the typical manager spent twice as much time and three times as much energy in his professional life as in his private life. Nearly all the managers felt the ideal lifestyle was one in which professional and private life are separate and independent; yet, the boundaries between job and home were found to be very fluid, at least in one direction. Thoughts and concerns about private life seldom interfered with work. However, the men reported spending a considerable amount of their time at home thinking about their professional life. Husband's frequent unhappiness or worry about work was reported to be the major complaint of wives regarding their mate's lifestyle. If teachers could assist students in acknowledging the demands associated with work and with family, then more realistic planning could take place. The wife's and husband's recognition of time demands necessary for the establishment of a manager's career may aid in decision making regarding careers and child rearing.

The managers wanted the best in both professional and private life. One-half of the men were dissatisfied with their lifestyles; two-thirds of those dissatisfied desired to spend more time at home. While many of these men felt there was no choice concerning the time spent at work, others would not give up the pressures of work even if possible. If there is to be greater satisfaction in family living, those working outside the home must recognize the impact on individual family members. At some point, family members must make mutual decisions regarding the overall goals and priorities for family and career development.

To Move or Not to Move

Other connections between work and family are evidenced in research on corporate executives. To "move up" often means a move for the family. This may be to a different neighborhood in the same city, or it may involve a greater change of geographic location.

When selecting a job, or accepting a promotion, one needs to consider the impact of mobility upon the individual and the family. Some executives are refusing transfers (5). The reasons given for refusing the transfer tend to be personal and family considerations.

In the face of an increasingly mobile work force, the teaching of personal and family relationship skills better prepares family members for adjustments to moves as well as other changes experienced by families. Job transfer, or geographic mobility, long considered a part of the corporate lifestyle, is increasingly frequent at all levels of employment as job obsolescence, company layoffs, and bankruptcies become more common. Research indicates that (a) some moves create conflicts for all family members (19) and (b) some moves create little difficulty in adjusting (11). Some problems may be related to the number and timing of moves, ages of family members, and the ability of the spouse to make new friends and transfer credentials (16). Some spouses, usually women, after several moves, give up and no longer try to

become a part of another community, becoming isolated and depressed (17).

The satisfaction of the wife with her role is an essential component in the work and family connection. Females at all economic levels, even the wives of executives (13), are entering the work force at an increasing rate. These employed women are more likely to experience role overload because of traditional responsibilities plus full-time employment. The employment of a wife may add another dimension to the pressures and conflicts of the family. Preparation for today's family life, for all members of the family, must include learning to put planning and management skills into practice if overload and burnout are to be avoided.

How do companies and families cope with these conflicting lifestyles of work and home? An example of current thinking is reflected in another study of the organizational and family life of male managers of a large corporation. The data were obtained from the managers and their families who were suffering stress due to international transfer, extensive travel, and job change (16). The data illustrate how conflict is created between organizational and family life and reflect interactions between work and family problems in every case (16). While all thought of themselves as members of work and family systems concurrently, behavior indicated that the system they were functioning in at the moment was the only reality. Both the organizations and the family tended to ignore relationships between work and family problems. When persons did acknowledge the interaction of events between the two, they were inclined to assign causality from one system to the other, based upon subjective perceptions and needs. Events in the work place were blamed for work-related problems. These findings illustrate the broadening gap between home and work resulting from adaptation lags between companies and homes to rapidly changing role expectations.

Connection With Family Life Educators

The challenge for family life educators is to integrate and enhance the connection, the interrelatedness, of family life with roles, responsibilities, and stresses of work life. In this era when husband, wife, and children work outside the home, pressures from the workplace strain families' best attempts to adapt. Family stress, brought about by the pressures and changes of this technological work world, leads the family life educator constantly to update curriculum to prepare family members for today's realities. Family life education must incorporate these new findings along with traditional approaches toward values and roles so that insights are provided. Whether single earner, dual earner, or single-parent families are involved, the following inclusions in family life curriculum are essential for learning to deal with the connection between home and job.

● ***Family, work and society.*** This aspect of the curriculum focuses upon the impact of society and changing values on the family and provides an understanding of the relationship of outside work roles on the family and ways in which friendships and community resources provide support roles for the family.

● ***Interpersonal relationships.*** The ability to cope with the many demands of family and work are enhanced through instruction and practice in personal development skills including values clarification, techniques in communications and conflict resolution. The development of cooperative and helping relationships, the identification of personal and family stress and their sources, and the acquisition of skills for coping, adapting and managing stress are imperative in today's family.

● ***Personal and family management.*** The successful management of personal and family resources is necessary for satisfaction at home and on the job. Preparation for the demands of today's family includes the ability to apply management principles, especially those involving creative problem solving, goal setting, time and energy allocation, roles and responsibilities of family members, and consumer practices.

Conclusions

Americans value technological progress, but technology is seldom free from disruptive consequences (19). Changes in work and family roles, disparities between employer and family expectations, and changes in lifestyles have created new perspectives on relationships between home and work. Home economists, especially those in family life education, are challenged to provide leadership for strengthening the quality of life for families in an age of technological invention and new ways of life.

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Can Recycling Help Revitalize Our Economy?

Grace P. Napier
Assistant Professor
School of Home Economics
Kent State University
Kent, Ohio

Jim Buchanan, MLS
Cincinnati, Ohio

The reuse of natural and synthetic materials is important to each of us, but perhaps especially to home economists. Such reuse can begin at home and it certainly affects our economics, individually and as a country. Not only are we exposed to recyclables in our homes on a daily basis, but more importantly, it is possible to shop with an eye to recycling. As Purcell states, "If Americans don't change their wasteful habits, they may throw away the country's future. But there is an attractive and practical alternative—a low waste society that would stress conservation of resources while sustaining a high standard of living."[1] Home economics as a profession has strived and continues to strive to encourage individuals and families to make the most of available resources. Thus, the concept of recycling can effectively be included in the home economics curriculum.

Recycling is defined as the reuse of some natural or synthetic material. This might take the form of melting down scrap cars for the metal or using tires to form natural barriers offshore for fish breeding and reduction of wave impact on the shore. At the consumer level recycling can take the form of returning beverage containers to the store or taking part in a newspaper drive. Thus, without thinking about it, many of us have been involved in recycling.

Almost anything we use can be recycled. Newspapers, aluminum cans, and glass bottles are the most readily identifiable items. But other types of metals, glass, plastics and cardboard also can be reused. The question is whether or not such a practice is feasible for each of us in our own locales. For example, the larger cities often have collection centers to recycle almost any material; suburban and rural areas frequently do not have such centers.

One advantage of recycling is a steady market price for most materials. The base price of most materials changes little during the year, paper being the important exception. One can expect about 20¢ per pound for aluminum, although some grocery stores offer a penny a can or about 24¢ per pound. In states with beverage deposit laws, a can or bottle will bring 5¢ to 10¢. The price of paper, however, ranges from 40¢ to $1.25 per hundred pounds when it is being purchased. In areas where plastic bottles can be recycled, the detergent and softener bottles found in quantities in the laundromat can bring a penny or two apiece.

Despite the reusability of a product, it may not be economical to do so. Paper, aluminum and scrap metals are almost universally accepted. Plastic, cardboard and glass have a market limited by geography; tin is economically recycled only in areas with steel mills. In the case of aluminum the industry has made recycling much easier by publishing a free booklet listing both permanent recycling centers and the routes of the trucks that visit rural areas on a set schedule. It should be noted that, "Recycling aluminum cans requires about one-twentieth of the energy required to produce them from virgin ore and results in greater reductions in the amounts of air and water polluting by-products."[2]

Benefits of Recycling

The reuse of manufactured products benefits both the society and individuals. Not only is the use of returnables cleaner and cheaper than using original materials, but it also conserves our natural resources for the future. The general economy would benefit from a recycling society. American consumers waste 1 percent of the nation's energy on throwaway beverage containers.[3] The use of returnables could cut that figure substantially.

In addition to the conservation of our precious resources, the individual can realize economic benefits through raising money. This may make the practice beneficial to any civic, religious, or educational group attempting to raise funds along with public awareness.

Teaching/Learning Ideas

Home economics education concerns itself with assisting individuals and families in the economical utilization of resources. A number of teaching/learning ideas can assist the home economics teacher to inspire students to learn basic concepts about recycling. The activities suggested below are designed to combine actual research with active student involvement. The intent is to involve the student in recycling experiences while s/he becomes knowledgeable about recycling.

1. Plan a field trip to a nearby recycling center to discover possible recyclables. Many recycling centers need volunteers to assist in preparing recyclables for market. The class could plan to assist for a specific period of time. Write brief essays on experiences at the center focusing on new knowledge and understandings.
2. Select a recyclable, e.g., paper, aluminum, copper, tin, or glass, for the purpose of developing reports. This could be done in conjunction with English or speech classes. Each report should include the availability of the product, the acceptability of the product for recycling, market price, and the advantages and/or disadvantages of attempting to reuse the material.
3. Develop a booklet or brochure containing pertinent

[1]Purcell, Authur, "The World's Trashiest People," *The Futurist*, 15.1 (February, 1981), 56.

[2]Purcell, p. 53.
[3]Purcell, p. 52.

recycling information to disseminate to the local community. A graphic arts program may be willing to provide needed technical assistance and printing.

4. Develop pictographs to show the steps necessary to produce an aluminum can from virgin ore and from recycled aluminum cans. Compare the two processes. This activity could be repeated for other recyclables.
5. Participate in recycling to raise funds for a class or FHA/HERO project or for equipment for the home economics department. If recycling is to become "ingrained" in the student, these efforts may need to extend over a substantial period of time.
6. Sponsor a poster contest for an elementary grade or grades. Suggested contest themes are "The Recycling Pac Man" or "Garfield Takes A Look at Recycling" or "How Recycling Saves."
7. Write a story book that would explain recycling to a younger age group. Include illustrations. This would include researched information while providing the student with a creative format. Share books with the local library or with an elementary class.
8. Conduct a survey to examine products at use in the home that could be recycled when worn out or used. Present findings in graph form.
9. Collect the various containers found in a typical week of grocery shopping. Identify materials that can be practically recycled on the local market.
10. Display in front of class such items as egg carton, peanut butter jars, plastic butter tubs, outdated garment with fabric of good quality, etc. Divide class into groups and brainstorm on multiple uses for each item.
11. Select an outdated garment in which fabric is of good quality. Construct new garment for self or other family member. Example: man's suit to child's outfit. This should be a major construction project.
12. Select an outdated garment. Update garment by making minor changes. Examples: cuffs, hem, buttons, etc.
13. Select and refinish a piece of furniture. Have student check attics, sales, etc., for furniture.
14. Re-upholster a piece of furniture. Use in faculty lounge, home furnishings area or in student's home.
15. Set up and conduct a toy hospital. Toys can be repaired for individuals or a nursery school.
16. Identify projects and crafts young children could make using typical throwaways or scrap items, e.g., milk cartons, paper, string, yarn, trim, boxes, egg containers, plastic containers, etc. Use in nursery school or on baby sitting assignments. Emphasize safety.
17. Identify vocational programs which might use parts of non-working appliances, etc. Collect such items for these programs.
18. Sponsor a pattern swap. Collect patterns, catalog as to type and size. Encourage its use. Could be placed in a local library.
19. Set up a program in which magazines or books can be shared. Have students estimate the savings when three people each subscribe to one magazine and share versus each subscribing to all three.

Conclusion

Recycling can be a benefit not only to the country but to individuals as well. Collecting aluminum cans to return for money is as valuable as industry melting cars down for the scrap metal. The individual paper drives, metal collections, etc., involve "the little people" in recycling and makes each person responsible for conserving America's resources. Through home economics education, a lifetime of recycling can be begun. People can come to realize the recyclables in their world and how they, as students and citizens, can become part of the recycling society.

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For more information, contact Norma Peters at 912 Vermont Street, Wasterloo, IA 50702. Telephone 319-291-6447.

Well-Educated Consumers Are Assets in Today's Economy

Jean Rogers
Assistant Professor
Department of Clothing, Interior Design and Textiles
Washington State University

Consumer education provides an opportunity to prepare for one of the major activities of life, participation in the marketplace as a consumer. The consumer role is an influential one, as evidenced by Boulding's statement (1970) that the household sector represents 60 to 70 percent of the economy.[1] As consumers, individuals influence the environment, the economy and the marketplace, as well as their own personal welfare. Preparation of students for this influential role deserves the best efforts of schools and other agencies and groups which possess means for improving the ability of consumers to function effectively in the marketplace.

The need for consumer education is growing and has aroused concern not only of educators, but also of business representatives, consumer advocates and government agencies. How can today's young people be prepared for the lifelong consumer role? Can groups currently involved in consumer education work together to provide more effective consumer education? Can schools be assisted in their consumer education role by other concerned groups?

Origins of Consumer Education

The concern of schools to provide consumer education originated in the early twentieth century as the average person produced fewer of the products required for his/her daily living. As transportation improved, local products were replaced by those of more distant producers and the variety of merchandise available to the consumer increased dramatically. Today's consumer is dependent on the marketplace for a wide variety of essential products and services.

Transition from a producer society to a consumer society began with the industrial revolution and has continued to the present. Though the past decade has witnessed some return to home production, most students will be dependent on the marketplace for products essential to their life and happiness.

Educators have recognized the need to prepare consumers for participation in the marketplace. "Consumer training is needed by everyone; for many economic ills are self-made" wrote Henry Harap in 1972.[2] The National Education Association recognized the need for consumer education in "The Purposes of Education in American Democracy," published in 1938.[3] This publication expressed the need for economic efficiency and stated four means of achieving this objective: personal economics, consumer judgment, efficiency in buying and consumer protection.

Growth of Consumer Education

The need for consumer education has grown over the last five decades and is expected to increase in importance as economic and political uncertainty and social and technological change affect our values and behavior. Education for the consumer must deal with the realities of the marketplace, needs and desires of the consumer and limitations of the environment. Improved education for young consumers is essential. Schools are addressing the educational needs of maturing consumers in many curriculum areas.

Consumer education provides a major focus for home economics curriculum in today's schools. An emphasis on consumer education is also found in other curriculum areas, e.g., social studies and business education.

Being an intelligent consumer requires information, skills, and an attitude of wishing to protect oneself. A degree of assertiveness is usually necessary. Young consumers have an impact on the recreation, clothing and food segments of our economy and they will play an even greater role as they enter the housing, furnishings and automobile marketplace in the future.

Consumers Influence Marketplace Economy

Consumers influence the well-being of the marketplace economy and are also dependent on it for products to meet personal needs. A well-informed consumer, who is able to find satisfaction in the marketplace, is more likely to develop positive feelings related to consumption. The development of a satisfied customer who recognizes the impact of marketplace participation on self and society has become an important goal of the school.

Business, consumer advocates, government agencies, schools and other concerned groups supply information on film, video cassettes, tape, television, in print form, and via personal contacts. The classroom provides a forum for communicating this information to the consumer, thus increasing their awareness of its availability and content. This information provides for student learnings regarding products and services in the marketplace. These materials also provide an opportunity for students critically to evaluate information from a variety of sources which express the point of view of the source from which it emanates.

Study of Consumer Education Objectives

Concerned groups were recently surveyed to determine their priorities regarding consumer education content. The study[4] was conducted to determine whether these groups agreed regarding those objectives most important to include in education for the consumer. The groups surveyed included representatives of business, consumer advocates, government agencies and home economics teachers in secondary schools. Survey participants were presented with an instrument which included 42 objectives selected from consumer

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OBJECTIVES FOR CONSUMER EDUCATION

(This survey form was given to representatives of business, consumer advocates, government agencies and home economics teachers.)

Below are 42 statements of student objectives for consumer education. For each statement please choose the answer which best describes the level of importance which you would assign to it as a part of a secondary school consumer education course. Choose non-essential, desirable, very desirable, or essential.

The student will be able to:

Objectives the consumer in society:

1. Describe the role of the consumer in society.
2. Identify the rights and responsibilities of the consumer in our economy.
3. Identify and explain the basic economic problems resulting from unlimited wants and limited natural resources.
4. Identify factors which affect the consumers' influence upon the environment.
5. Use an established process to bring about change in the systems and institutions which affect consumer interests.

Objectives for the management of resources:

6. Select the values and goals most significant to one's self and society.
7. Identify those factors which have influenced the development of individual values and goals.
8. Describe the effects of values and goals on the use of resources.
9. Explain the opportunity cost approach to decision making.
10. Establish the essential factors in the development of a budget.
11. Investigate the services provided by a financial institution and how a consumer can use these.
12. Describe the role of banking and lending institutions as the bridge between savers and borrowers.

Objectives for the use of consumer credit:

13. Identify and compare sources of consumer credit.
14. Compare the cost of using credit to the cost of foregone interest in using cash.
15. Explain how credit may be used as a tool to reach economic goals.
16. Develop guidelines for wise use of credit.
17. Discuss the provision of the laws which affect consumer credit.

Objectives for the acquisition and use of consumer information:

18. Identify sources of product information for the consumer.
19. Evaluate the reliability/usability of product information from the various sources.
20. Discuss the influence of advertising on the marketplace.
21. Explain the influence of advertising on consumer wants and choices.

Objectives to increase the understanding and use of principles of buying:

22. List principles of good buying.
23. Identify the comparative costs of different means of daily transportation.
24. Use cost/quality comparisons in shopping for clothing.
25. Discuss reasons for planned food buying.
26. Compare renting vs. buying a house.
27. Analyze selection of furnishings and appliances on the basis of cost, quality and family needs.

Objectives to develop an understanding of consumer protection:

28. Describe the process for seeking redress for a product which did not perform as anticipated.
29. Identify common means of deception in the marketplace.
30. Investigate organizations which provide protection for the consumer.
31. Appraise guarantees, warranties and service contracts.
32. Analyze the cost/benefit of increasing protection for the consumer.
33. Evaluate increasing consumer protection in terms of its positive and negative effects on consumer welfare.

Objectives to foster the development of financial security:

34. List the types of savings/investment possibilities which are available for the person with a modest income.
35. Compare the characteristics of each method of savings and investing.
36. Describe the different types of insurance.
37. Evaluate insurance as an investment/savings method.
38. Identify the types of insurance considered to be essential for financial security.

Objectives for increased understanding of the U.S. Economic System:

39. Compare the U.S. economic system to that of other countries.
40. Explain the consumers' role and responsibilities in the local, state and federal tax structure.
41. Identify government services and explain their impact on the level of taxation.
42. Compare citizens' interests as consumers with their interests as producers.

EDITOR'S NOTE: This list may offer help to teachers in planning curriculum. Which ones would *you* label as essential?

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education literature. Participants were asked to indicate the level of importance of each objective for consumer education.

Results of the survey (see above) indicated that the objectives most important for consumer education were:

Develop guidelines for wise use of credit.

Identify the rights and responsibilities of the consumer in society.

Establish the essential factors in development of a budget.

Greater differences in their ranking occurred for those consumer education objectives which were considered highly important by some groups. Similarity in ranking of objectives was found most often for those objectives which were rated of average importance. Government agencies diverged most from the overall ranking of objectives by the four groups. Survey respondents from business expressed two concerns with consumer education: (1) the high cost of consumer protection increases the cost of consumer goods and (2) the United States education system teaches young people that big business is a social evil.

Concerned Groups Influence Consumer Education

Has business in your town objected to consumer education in the schools? Can you work with business people in your community to prepare young consumers more adequately? Business provides a needed perspective based on first-hand knowledge of consumer problems. Their experience in the marketplace provides needed insight into many aspects of the consumer role. Business knows the problems consumers have with credit, faulty products, consumer protection, and decision making.

Consumers have an excellent opportunity to express their concerns for the marketplace and the environment by assuming the role of advocates. Advocacy provides an opportunity to support actively the needs of the consumer. Consumer advocate groups are able to provide information and materials which could be used to stimulate student consumers to become involved in advocacy. Involved consumers have an opportunity to participate in group action to modify aspects of the marketplace considered deleterious to consumer welfare.

Government agencies are also sources of information and assistance for consumer education in the schools. For example, the United States Government recognized the importance of the consumer in 1962 with President Kennedy's message to Congress in which he enunciated consumer

rights. Subsequent presidents have reiterated these rights and President Ford in 1975 added the right to consumer education. This federal recognition brought a flow of dollars into the public schools, beginning in 1968, to insure the teaching of consumer education.

In addition to funding consumer education in schools, the federal government provides a variety of publications which are helpful to the consumer. These brief, factual and easily-read publications provide information on many subjects pertinent to the needs of the consumer. These sources of consumer information are important assets for consumers to use in improving their consumer knowledge and ability to gain satisfaction in the marketplace.

Consumer Education Benefits the Consumer and the Economy

Consumer satisfaction and the efficient functioning of the marketplace and overall economy will be enhanced by well-educated, well-informed consumers who, according to the judgment of one or more groups participating in this study are able to:

1. Describe the role of the consumer in society.
2. Identify the rights and responsibilities of the consumer in our economy.
3. Establish the essential factors in the development of a budget.
4. Compare the functions of credit purchases and cash purchases in our economy.
5. Develop guidelines for their wise use of credit.
6. Identify the costs of maintaining an automobile.
7. Identify 5 common means of deception in the marketplace.
8. Investigate organizations which provide protection for the consumer.

HOME ECONOMICS TEACHER EDUCATION

RESOURCE SHARING PROJECT

Entrepreneurship: A Senior High School Home Economics Career Exploration Unit, by Alyce M. Fanslow and Cheryl W. Compton. The Iowa State University Research Foundation, 315 Beardshear Hall, Iowa State University, Ames, IA 50011. 1982. 97 pp. $9.50.

Entrepreneurship is a 15-lesson unit that allows students to explore small businesses as a career option and to identify factors that influence the success of a small business. The unit contains: background information for teachers, activity guides, student worksheets, reference and vocabulary lists, guest speaker guide sheets, and an achievement test.

For further information, contact:

Alyce M. Fanslow, 219 MacKay Hall, Iowa State University, Ames, IA 50011.

Unlikely Partners: *Child Care and Energy*

Colette Wilson Krupinski
Home Economics Teacher
Thayer Hill Junior High School
Naperville, Illinois

Energy and child care? These unlikely bedfellows were combined to meet teaching goals for a co-educational home economics course. Staging an energy fair, which wrapped child care and energy into a tidy package, was the approach used to piggyback two objectives: use child care skills in a laboratory experience and gain knowledge of the total energy picture. The energy fair used the junior high students as instructors and kindergarten children as pupils. Everyone learned about energy and relationships.

All participating kindergarten teachers attended a pre-fair seminar meeting to brainstorm suggestions for activities. The ideas were co-ordinated by the junior high teacher supervising the project. The fair was divided into eight elementary learning centers: art, music, dramatic arts, science, mathematics, food preparation, reading and discussion (see page 98). Each center was designed for maximum verbal interaction between both age groups. A folder was developed for each center with a set of instructions divided into two parts: work days and fair days. The first set of instructions, for the work days, detailed preliminary preparations leading to the fair. The second set, for the fair days, directed students in the execution of their centers for the most effective use with the children. The information was specific so students would know where to start, but open ended enough for students to add their own innovations.

The plans were then taken to the junior high students, and each center was explained in terms of requirements and performance. The students were given free choice of centers and co-workers. The classes were also exposed to an energy presentation by the consumer representative of the gas company. Many ideas were generated from recycling as much "junk" as possible into very useful decorations and prizes.

In the meantime, the elementary educators were busy featuring the energy concept in their classes. The culmination of activities resulted in unique recycling projects. One class produced a television set featuring energy saving ideas drawn on a long white roll of paper which was a very entertaining show. Another class made decoupage key chains from discontinued tile samples which they decorated with old commemorative stamps. A third class created a miniature reproduction of their city including roads, homes, and shopping center out of various discards, such as old milk cartons. The list of projects was endless! These were displayed at the fair for all to admire and enjoy.

Fair day dawned with children arriving in busloads, the centers were spread over a spacious room to form a circular traffic pattern. The children were greeted by the junior high students and escorted to a starting position. After that, approximately every ten to twelve minutes the bell rang indicating that the children should advance to the next center. Each center gave a prize or reward related to the presentation.

One outstanding center that the children really liked was the "House of Energy." The house was built behind the side curtains of a stage with some interesting features that would catch the eye of a small child. The first was a file cabinet which functioned as a furnace. Paper sink and drapes added a "lived in" touch; while a working cardboard thermostat intrigued everyone. Paper towel roll shower and energy repairing equipment were used by the tenants who were cartoon-like forms of a Captain Sunshine and Mr. Waste. These two, dressed like Superman and a typical black-hatted villian, toured the home with the children. A dialogue was exchanged between the two about the energy aspects of the home. The children were so involved with the characters, that they booed and hissed Mr. Waste, but of course hero-worshipped Captain Sunshine. They even wanted the Captain's autograph!

Another exciting center was "Energy through Our Senses." The students created posters to illustrate all the natural resources. To achieve professional results, books for ideas and an overhead projector were used. Each source was also represented by a tangible item the children could see, touch smell or hear. They included these energy sources: coal, oil, sun, wind, natural gas, water, nuclear. A question/answer period between the "budding" teachers and enthusiastic pupils followed using the prepared materials to familiarize the children with the physical aspects of energy sources.

A succession of three energy fairs showed a steady improvement of general organization, learning centers, and decorations. Elementary teachers evaluated the fair by rating centers, student directions, appearance and organization. The evaluation tool helped to improve trouble areas and the overall operation. In addition, the assessment feedback illustrated many energy fair successes. With the positive feedback, an added incentive was provided by the local gas company. They honored the project with the "District Winner" award for two consecutive years.

The following are direct quotes from junior high students' evaluations:

Question: Name one way we saved energy at the fair.

"By spreading the word to the kids."

"When the kids were touring, we shut the door."

Question: If we dropped a learning center, which would it be?

"All the centers were good. We should try to add more centers to it."

Question: In story form, describe a child's reaction to any part of the fair.

"When I was walking away from our section right before the bell, one of the kids said, 'I've got to tell mommy and daddy about this!'"

"I asked one child to name one of the objects on the blackboard. He recognized the toaster and proceeded to tell me, 'Mommy has a toaster.' As he said this, he tried to be very informative."

"As we were handing out the snack, one of the little boys said, 'Wow, that's great!'"

"A boy was so thrilled with all the instruments that all he could do through the whole fair was smile and play his instrument. . . . I think he liked the idea of making instruments from things that you don't use."

CENTER & TITLE	OBJECTIVE	DESCRIPTION	PRIZE
Art "Mobile"	To recycle wallpaper through the use of an art project (Mobile)	Create wallpaper mobile	Project
Music "Sing Along"	To illustrate use of recyclable medium through musical instruments	Learn energy song with recycled instruments	Funbook
Dramatic Arts "The Best Present of All"	To identify energy sources and their characteristics	Puppet show	Finger Puppets
Science "Energy through Your Senses"	To identify the energy sources and their uses	Discussions about energy sources	Scratch/Sniff Cards
Math "Bean Bag Toss"	To apply mathematics principles to counting energy conservation	Bean Bag Toss Emphasizing shapes and counting	Pen or Pencil
Food "Captain Sunshine Treat"	To prepare an energy saving snack and utilize measuring equipment	Measure and make snack	Cereal Snack
Reading—Human Energy "Me"	To distinguish body parts which use energy and demonstrate its use	Listen to story with discussion Hokey-Pokey	Recycled Gift
Discussion Center "House of Energy"	To discuss and demonstrate energy saving practices	Role play suggestions for home energy savers	Coloring Book
Math "Goin' Fishing"	To recognize appliance usage. To apply math principles of counting. To recognize color names.	Fishing for high, medium and low energy users Counting and colors	Pen or Pencil

ANNOUNCEMENT FROM NATEVHE

HOME ECONOMICS TEACHER EDUCATION RESEARCH SHARING PROJECT

The 1982/83 NATEVHE Ad Hoc Committee on Resource Sharing invites you to submit information about home economics teacher education materials available for purchase or examination. The committee members want to share information which may be of interest to other teacher educators, about materials (not the actual materials) developed in institutions, state or regional agencies. Descriptions of available resources will be disseminated through the NATEVHE Newsletter beginning in Fall 1982.

The following information would be included in the descriptions: (a) title; (b) author/publisher; (c) address; (d) publication date; (e) number of pages; (f) price (including postage and handling); (g) brief description (two sentences); (h) person to contact for further information; (i) agencies/institutions, such as Resource Centers or State Department of Education Offices, which have been sent complimentary/examination copies.

PLEASE LET US KNOW WHAT IS AVAILABLE!

Send all descriptions to:

Cheryl G. Fedje, Assistant Professor
School of Home Economics
University of Wisconsin-Stevens Point
Stevens Point, WI 54481

Some Essential Learner Outcomes for Secondary Home Economics Programs

Audrey Grote
Secondary Vocational Consumer
Homemaking Supervisor
Vocational Technical Division
Minnesota Department
of Education

Joyce DeBoe
Home Economics Education
University of Minnesota
Twin Cities

Donna Schwartz
Home Economics Education
University of Minnesota - Duluth

Joan Wilkosz
Home Economics Consultant
Minneapolis Public Schools

Roslyn Torgerson
Home Economics Education
Mankato State University

Statement of the Problem

In an effort to develop and maintain quality programs and anticipate accountability needs in secondary vocational home economics programs in Minnesota, all aspects of the program have been and continue to be systematically addressed. These include:

1. meeting criteria identified in the 1976 Vocational Amendments, Consumer and Homemaking, Section 150, and related State Department of Education, Vocational-Technical Division's rules and regulations.
2. meeting State of Minnesota accountability legislation which requires that local school districts develop, implement, and evaluate an instructional plan in every subject area on an on-going basis.
3. meeting the mission of home economics and home economics education.

Based on these needs, statewide evaluation studies have been conducted in Minnesota (1969–70 and 1979–80) to determine the status of secondary home economics programs. The focus of the conceptual content appeared similar in both studies, as emphasis appeared to be in food-nutrition and textiles-clothing; however, the latter appeared to be less emphasized in the 1979 study. In both studies, the sequence of emphasis in other home economics areas was child development, family life education, consumer education, and housing.

The results of these studies, as well as other vocational education assessments, prompted the Minnesota State Department of Education, Vocational-Technical Division to provide extensive curriculum development and implementation assistance to secondary vocational home economics programs. This effort began in 1975 when Home Economics Strengthening grants were provided via submitted proposals based on established criteria to local school districts throughout the state. These efforts focused on upgrading or redirecting programs. They have been continued up to the present time.

In 1976–77 additional statewide efforts focused on a Scope and Sequence Project. This evolved into the development of a program planning guide for secondary home economics in Minnesota. It is a comprehensive guide which provides a summary and an interpretation of vocational education legislation relevant to home economics programs and conceptual frameworks in each of the content areas which provide guidance for program development.

As an extension of these efforts, the Home Economics SELO (Some Essential Learner Outcomes) and Strengthening Project began in 1978–79 and continues to be in operation through the 1981–82 school year. It originally involved the development of a problem-posing curriculum model based on the *Home Economics: A Definition* paper (Brown and Paolucci, 1979). This curriculum model also reflects curriculum and instruction trends and concerns including teaching for thinking identified in professional literature such as *Educational Leadership* and the *Phi Delta Kappan*.

For example, in the January 1981 *Phi Delta Kappan*, an article entitled "What the Future Demands of Education" by Arthur Combs indicates:

> The future demands effective problem solvers and citizens willing and able to deal effectively with themselves and each other in the solution of human problems. It requires open-system thinking and an emphasis on values, processes, human problems and the human condition.

Curriculum Goal

The project continues to focus on increasing awareness and dialogue among secondary vocational home economics teachers, home economics teacher educators, administrators and interested others regarding curriculum concerns, issues and needs. The curriculum goal is to develop proactive individuals and families who are in charge of their own lives as opposed to coping or reacting.

Curriculum Themes

Three major themes pervade this curriculum effort and provide direction toward the achievement of this goal.

1. Raising awareness regarding existing social and economic conditions affecting individuals, home and families.

2. Identifying significant, practical, perennial problems of the home and family resulting from social and economic conditions.

   Practical means:
   a. Studying the context
   b. Raising value questions—"What should be done about . . .?"
   c. Requiring acting through reflective thought

3. Reasoned, reflective thought to resolve the significant practical, perennial problems of the home and family.

Expected Student Outcomes

It is believed that this effort will provide the impetus for directing secondary vocational home economics curriculum

and programs toward the identification and examination of practical problems associated with home and family life and related decision-making procedures.

Students will be prepared in school to deal with problems of the home and family they may face in the future, problems they cannot presently predict. These competencies are considered important for all students to learn because of increasing change and complexity of the environment with which students must interact in creating home and family life.

Conceptual Frameworks

Two conceptual frameworks have been selected to serve as a guide for the identification and selection of practical, perennial problems of the home and family and related learner outcomes.

1. Basic Human Goals and Existing Human Conditions. Because the existing human condition is contrary to the valued end, human problems emerge when human goals are not accomplished. Four human goals have been examined from both a historical and cultural perspective.

- Rootedness—a sense of family, of belonging
- Identity—a strong self-concept
- Pro-active—being in control of one's own destiny through rational thought and action.
- Commitment to significant ideals—an integrated value structure that guides deliberate thought and action.

Within home economics and home economics education it is believed that the achievement of these human goals can be accomplished through adhering to our mission which focuses on the work of the family.

2. Work of the Family. The work of the family refers to the way family members control and manage their environment in order to survive and preserve themselves as well as to understand and improve their social condition. Families are involved in three types of work (action):

Instrumental	The family participates in technical activity or work to provide the physical necessities of life such as food, clothing and shelter.
Symbolic Interaction	Communication needed to help families understand their own history and cultural traditions and those of others that are different from our own. This action involves interpreting intentions, meanings, goals and values of those involved.
Emancipatory	Emancipatory action requires cooperation with others to change societal conditions and increase one's own and others' freedom.

Instrumental action, symbolic interaction and emancipatory action all contribute to the identification, examination and resolution of home and family problems. They include the technical or instrumental concerns and competencies that need to be addressed, related human values, and understandings and norms involved as well as the need for, willingness and ability to engage in proactive thought and behavior on an individual, family and societal basis. Thus, all are necessary for effective and satisfactory day-to-day living. They interact and contribute to one another to form and guide human thought and behavior. Each of the three action systems is incomplete without the other two; none is an entity within itself. Thus, when identifying and examining home and family content related problems and learner outcomes it is important to view them from a total work of the family perspective rather than a single system of action.

Practical Problems of the Home and Family and Related Learner Outcomes

Some practical problems of the home and family and related learner outcomes which reflect these frameworks might include examples such as:

Practical Problems of Home and Family	Some Essential Learner Outcomes (SELOs)
Content Area: Child Development and Parenting What should be done about identifying and assessing the effects parenting practices have on the development of children and the reciprocal influence of children on parents and other family members during the family life cycle?	*The learner will be able to:* 1. evaluate the aspects of various parenting techniques. 2. identify the influence of parents, brothers, and sisters, and family size on the child's development. 3. recognize the impact of sex-type expectations on the lives of family members. 4. identify how the changing nature of children's developmental needs acts to modify and shape caregiving by parents through the child-rearing years of the family life cycle. 5. identify how the structure of a family affects not only its functioning as a group but also the nature of parent-child relations. 6. realize effects of parenting upon the quality of our society.
What should be done about the development of self-esteem in children?	*The learner will be able to:* 1. recognize individual differences in children. 2. recognize factors that contribute to the development of self-esteem. 3. realize the impact of life experiences upon self-esteem. 4. recognize the role of a nurturing environment in fostering self-esteem. 5. recognize the interrelationship of self-esteem and communication. 6. recognize the role parents play in enhancing a child's self-esteem. 7. recognize the part discipline techniques play in shaping a child's self-esteem.
Content Area: Consumer Education What should be done about the impact of consumer behavior, individually and collectively, on the economic structure?	*The learner will be able to:* 1. develop standards for consumer purchases and services. 2. develop competence in questioning the credibility of standards popularly accepted by peers/groups. 3. explain the interaction of consumer behavior and the economic structure. 4. comprehend the relationship between supply and demand of consumer products and services.

What should be done about the identification and examination of personal and family values in making consumer decisions?

The learner will be able to:
1. clarify personal and family values which are essential to achieve a feeling of dignity and self-worth.
2. critique approaches to consumer decision making.
3. develop competency in the valuing process.
   a. recognize value components of a situation.
   b. consider and describe value-relevant behavior in a situation.
   c. clarify values exemplified and identify conflicting values in a situation.
   d. hypothesize about value sources and give reasons to support hypotheses.
   e. analyze value alternatives and hypothesize about possible consequences.
   f. examine value preferences and state reasons for the choice.

Content Area: Family Life

What should be done about developing an ability and willingness to communicate adequately family needs and preferences within and outside the family?

The learner will be able to:
1. identify personal and family needs and preferences.
2. analyze personal and family needs and preferences; express feelings about personal needs and preferences.
3. utilize open, shared communication skills to express needs and preferences within and outside the family.

What should be done about recognizing the nature and purpose of the family as the basic unit in society fulfilling physical, psychological and social needs of individual family members?

The learner will be able to:
1. analyze the meaning of individuality and identify ways of achieving it within the family.
2. recognize the family as a highly personalized network of relationships among individuals which change throughout the family life cycle.
3. identify various needs of individuals throughout the life cycle.
4. appreciate and promote individuality among family members.

Content Area: Foods and Nutrition

What should be done about identifying, understanding and meeting individual and family food and nutrition related health needs considered necessary for growth, development, and maintenance throughout the life cycle?

The learner will be able to:
1. analyze food intake requirements related to physiological and psychological change.
2. compare nutritional needs and activity levels throughout the life cycle.
3. design adequate diet and activity programs for stages in the life cycle.
4. analyze personal and family food intake requirements.
5. communicate personal and family food and nutrition needs and preferences.
6. express feelings about food and nutrition-related problems.

What should be done about the development of analytic and interpretive skills necessary for critique of conflicting knowledge and information in regard to optional food and nutrition?

The learner will be able to:
1. analyze influences of mass media on food choices.
2. identify forms of peer pressure on food choices.
3. evaluate psychological and social factors affecting food choices.
4. design strategies to cope with social pressures that foster poor nutrition.
5. analyze nutrient content of "popular" diets.
6. describe health consequences of nutrient deficiencies and excesses.
7. determine personal nutrient deficiencies and excesses.
8. identify foods necessary for a nutritionally adequate diet.

Content Area: Housing

What should be done about identifying and reinforcing the meaning and significance of a home to the individual, family and society?
1. values that homes reflect
2. alternative housing choices (types, styles, arrangements)
3. historical influences

The learner will be able to:
1. analyze the meaning of home in terms of families, history and society.
2. identify various individual, family and societal values associated with housing.
3. explain the historical impact on the present cultural meanings and functions of various housing alternatives.
4. analyze the influence of neighborhood and community factors on housing choices and satisfaction.
5. express his/her own feelings and values related to the concept of home

What should be done about influencing the availability and maintenance of adequate housing through the development and implementation of relevant public policy?

The learner will be able to:
1. appraise the influence of community and social planning, housing regulations and standards, financing regulations and subsidies on housing availability.
2. interpret government regulations which affect housing.
3. identify and seek out the sources of housing regulations.
4. contribute to the formulation of public policy related to housing.
5. debate issues relevant to housing policy.

Content Area: Textiles and Clothing

What should be done about identifying and reinforcing the meaning or significance of textiles and clothing in regard to multicultural aspects which includes religion, ethnicity, gender identification?

The learner will be able to:
1. recognize ethnicity as a factor in textile and clothing choice.
2. compare the effects of psychological, socio-economic, and political factors in different life styles.
3. identify the symbols of ethnicity, socio-economic status, religious and political affiliation apparent in textile and clothing use.

What should be done about increasing individual and family awareness and understanding of textiles and clothing within an environmental setting?

The learner will be able to:
1. explain the relationship between man-made and natural resources to textile and clothing consumption.
2. relate resource values and the quality of life to textile and clothing choice and use.
3. evaluate consumer influences on national and international textile resource supply.
4. exercise choice among alternatives in regard to available textile resources.
5. understand resource conservation through textile and clothing selection.
6. analyze the impact of fashion (psychological and sociological factors) on resource consumption.
7. describe resource conservation through textile and clothing care and maintenance.

Application

Discussion regarding the identification of practical home and family problems provides a method for determining what is important to teach in secondary home economics courses. The home and family problems and learner outcomes provide the focus for program, unit and instructional planning. More importantly, through this discussion a strong rationale for the home economics program and its focus should emerge.

Secondary home economics teachers in Minnesota have been and continue to be involved in discussions to identify home and family problems through statewide regional workshops and curriculum development courses.

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FHA News Release—

U.S. SECRETARY OF EDUCATION TERRELL H. BELL HEADS FOUNDATION FOR FUTURE HOMEMAKERS OF AMERICA

WASHINGTON, DC, November 1982 — U.S. Secretary of Education Terrel H. Bell has accepted the Board of Trustees Chairmanship for the newly formed Future Homemakers of America Foundation. Bell's belief in volunteerism and his admiration for the leadership development Future Homemakers of America has provided young men and women since its founding in 1945 were instrumental in his decision to head the foundation.

Funded primarily by membership dues, Future Homemakers of America is seeking innovative ways to expand services to young people and to gain support from the public and private sectors. The foundation, set up as a nonprofit corporation, will serve this function.

Future Homemakers of America is a national vocational education student organization involving 400,000 young men and women in 12,500 chapters. Members gain leadership skills through projects and activities that focus on personal growth, family life, vocational preparation and community involvement. Current areas of interest include fitness and nutrition, teenage pregnancy and parenthood, child care and elderly needs, handicap awareness, alcohol and drug abuse, energy conservation and youth employment.

Secretary Bell, a distinguished educator, was Utah's Commissioner of Higher Education and Chief Executive Officer of the Board of Regents prior to his cabinet appointment.

Born in Lava Hot Springs, Idaho, on November 11, 1921, Bell received his B.A. degree from Southern Idaho College of Education in 1946, his M.Sc. from the University of Idaho in 1954 and his doctorate in educational administration in 1961 from the University of Utah. He also studied school administration as a Ford Foundation Fellow at Stanford University and has been awarded nine honorary doctorate degrees.

Bell served in the U.S. Marine Corps from 1942 to 1946 and is the author of six books.

He is married and has four sons.

A Supervised Occupational Experience

Mary Nell Bowman
Professor of Home Economics
Pittsburg (KS) State University

How often is a young professional asked for work experience as a requisite to being considered for a position? How many must say they have spent all of the years between high school and that first professional position in a college or university?

In an effort to assist the young professional to fill that work experience void, the faculty in the Department of Home Economics at Pittsburg (Kansas) State University began to study the various internship courses in university programs across the country. Of special interest were those in business-related fields, e.g., fashion merchandising and food service management, and those preparing for positions in occupational home economics in the secondary schools.

Home Economics Occupations Internship

During 1971/72 when the faculty was structuring the internship, they also considered 1- and 2-year stop-out programs which were work-oriented for those students who desired less than a baccalaureate degree. Those who found it necessary to leave the campus before completing a degree were especially interested in knowledge and skills needed to acquire a job which would allow them to make a living until such time as they could return to the university.

The first internship for credit was offered in 1972. Freshmen and sophomores enrolled for one semester hour of credit requiring no less than 100 hours on the job, and upper division students worked a minimum of 200 hours for 2 hours credit. The job, very closely related to the academic major for each enrollee, was approved in advance by a faculty member. Repeat enrollments were permitted to a maximum of 4 hours of credit, but each enrollment required a different job.

In the past three to five years, approximately 10 percent of our department majors have been students in the certificate programs, such as Child Care Services and Clothing Retailing. The 1-hour enrollment limit has been dropped, and it is expected that all students, whether 2-year or 4-year, will complete one internship course. Students find the course productive and do not resist advisement to enroll.

Home economics majors feel much more confident that they can acquire and keep a job after having had some work experience. The internship also serves as reinforcement for their career choice and helps some stay in school in the major they have selected. Students in both teacher education and business-related majors are found to enroll a second and often a third time in order to have a variety of work experience related to their chosen field of study.

Seminars Enhance Work Experience

Home economics education majors meet together approximately five times each semester to discuss their experiences, relate the learnings to the teacher's responsibility in an occupational class, and evaluate the benefits of their work experience. Each student worker is responsible for a task analysis, an evaluation of the workplace as a training station for an occupational student, a training plan, and an evaluation of student worker achievements. The university supervisor, the work supervisor, and the student evaluate the coursework and the grade reflects this cooperative effort.

Students in Occupational Home Economics, a senior/graduate course required of all education majors, may use the task analysis from the internship course as a basis for lesson and unit planning during the semester they are enrolled for that course. Students who have not completed an internship find themselves to be at a disadvantage in the occupations course because they lack this experience.

University students in business oriented majors meet together periodically during the semester to discuss their work experiences. Their class sessions may include special guest speakers discussing such topics as display, retail pricing practices, and personnel management. Each student meets with a faculty supervisor on an individual basis from three to five times per semester. Because the needs and goals vary, each student prepares a list of personal objectives for the experience to be used as a basis for discussion with the faculty supervisor.

Faculty supervisors are assigned to work with internship students on the basis of their personal work experience as well as their area of expertise in the department. A teacher educator meets with the home economics education majors for all of their seminars.

Both faculty and students evaluate the supervised internship course positively. Students find employment opportunities increase with references from former employers. New teachers feel more confident when they know what the work world expects of their students. University faculty see results of classroom learning when knowledge and skills can be applied in a real-world laboratory. This internship is a real contribution to the new professional. ☆

The zest in life lies mostly in the quest. John Cribbett

Students' Completion of Home Experience Projects

June Impson
Associate Professor of Home Economics
Education and Consumer Sciences
Texas Woman's University

Betty Weissinger
City Supervisor of Vocational
Home Economics Education
Abilene, Texas

The Texas Education Agency standards for public schools (Texas Vocational Homemaking Education Program, 1978) require that each student enrolled in a home economics course must complete a home experience project. The standards further specify that "home experience" can be interpreted as "extended learning experiences" thus encouraging students to complete projects in the community as well as in the home. The Dallas Public Schools titled their home experience program "I Double E" for Individualized Extended Experiences (*Tips and Topics*, 1972). Home experience projects can enhance learning in home economics classes by individualizing instruction, expanding course content, increasing parental involvement, and giving students opportunities to apply classroom learning to real situations. It is easy to make these positive statements about the benefits of home experiences. Teachers, however, are quite familiar with the challenges of keeping students involved in their projects to successful completion. We conducted a survey to learn from students which teacher practices seemed to encourage them to complete their projects. Male and female students in 24 secondary vocational home economics classes from 12 different schools were surveyed. A total of 149 questionnaires were completed.

Students Were Asked About

- Interests and benefits of home economics courses
- Interests and benefits of home experience projects
- Teachers' planning and supervision practices
- Teachers' evaluation practices

Students Reported

Interests and benefits. Students most frequently checked "interest" and "desire for homemaking skills" as reasons for taking the home economics course. Of the students who named "interest," 91 percent completed their home experience projects. Of those who desired homemaking skills, 86 percent completed their projects.

Most of the students wanted to learn "orderliness and efficiency" and "new ways of doing things." Most of those who completed their projects valued their experiences because they learned planning and organizing skills and were able to put into practice some of the concepts they had learned in class. Students also felt that home experience projects improved their problem-solving skills.

Planning and supervising practices. Three teacher planning and supervising practices that related to students' success were: (1) sending parents written information about the project, (2) giving students printed instructions to supplement verbal explanations about project completion, and (3) using some form of written teacher-student contract or agreement. Students highly valued teacher availability outside the class period for help with their projects. A technique sometimes used by teachers which was not valued by students was the use of a teacher-made list of project ideas.

Evaluation and grades. Contrary to what some might expect, home experience grades were not significantly important to students. Although 51 percent of them reported that they would fail this course if they did not complete their projects, the threat of a failing grade was not a significant motivator. Two evaluation practices that did seem to influence students to complete their projects were: asking parents to sign an evaluation form and using a teacher/student contract for the project assignment.

Teaching Suggestions

In all teaching/learning situations, the teacher's ideas, enthusiasm, and instructional methods have a tremendous impact upon the quality of student learning. The findings of this study indicate that certain practices used by teachers in planning and supervising home experiences do make a difference in student success. The following suggestions were developed from students' responses to the survey questions.

Introducing and selecting projects. Getting to know the students and letting them become "comfortable" in the class before introducing home experience projects is important. A short personal inventory/interest questionnaire and use of small group buzz sessions at the beginning of the semester can be helpful. Learning about students' hobbies, study habits, interests, and values can be an asset in helping them select meaningful projects. Some students require more personal guidance and support than others. Identifying these students early and investing a little extra time with them can result in rewards not only for them but also for teachers.

Students who enrolled in a home economics course because of an interest in acquiring homemaking skills were more inclined to complete their projects than students who were in the course simply because they had a free period in their schedule or because their counselor suggested it. Discussing with students their goals related to education, career, family, and personal growth is important in helping them select a project that will be interesting and rewarding to them. Both male and female students are interested in advanced family living skills related to their roles as contributing adults in society (Petrich, Henning, and Rodman, 1974). Encouraging students to develop their own project ideas rather than arbitrarily selecting them from a list should help

students select projects related to their real needs and interests.

Planning the projects. Clear instructions are very important to students. Bush, Kennedy, and Cruickshank (1977) found that teacher clarity related positively to successful completion of class projects. Teachers may think they have explained an assignment thoroughly while students are still confused about what is expected of them (Millam, 1969). Although grades were not significantly related to success, knowing how they were to be evaluated was very important to students. Providing the students with clear, specific, performance criteria in the planning stage of their projects should improve the quality of their project results.

Some teachers required that students devote a minimum number of hours to their projects; others did not. Most students who completed their projects, however, gave more time to them than was actually required. It seems, then, that requiring a specific amount of times does not guarantee that students will successfully complete their projects. Helping students select projects that they will enjoy seems to be more important. Other techniques will accomplish this goal more effectively.

Supervising projects. Students valued teacher availability outside the class during the time they were working on their projects. In spite of the limited amount of free time a teacher has, knowing how much students appreciate this type of guidance should give reassurance that the effort is well worth the time required.

One of the teaching practices which most significantly related to student success was getting parents involved. Sending a notice and information about the project when it began and a report to the parents when the project was completed was very effective in encouraging students to complete their projects. A little extra effort to keep parents informed and give them the opportunity to become involved in the project will help keep students interested. When parents were asked to sign an evaluation form, students almost always completed their projects.

Evaluating the project. Evaluations can be either strengthening or discouraging. According to Spitze and Griggs (1976) the evaluation process can enhance student learning, build student self-respect, and increase personal growth. An evaluation plan that can accomplish these goals must begin in the project planning stage. As stated earlier, students wanted to know when they began their projects how they would be evaluated, but the threat of a failing grade did not significantly motivate them to complete the projects. Giving clear instructions both printed and verbal, providing evaluation criteria when the project is begun, using a teacher/student contract, and involving parents results in a total evaluation process that is most effective.

Conclusion

All states have guidelines for their vocational home economics programs. Local school districts can determine how the state requirements will be met. Ultimately, it is the home economics teacher who is responsible for developing the ideas and the methods for involving students in creative, rewarding, and enriching home experience projects. Helping students select projects that tap their interest, letting them know what is expected of them, providing class time for discussion, and scheduling individual conferences when needed can increase the instructional effectiveness of teachers and the learning benefits of home experiences for students.

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Teaching About Teenage Pregnancy: Let's Start at Square One

EDITOR'S NOTE: This article may be of interest to your administrators, school board members, and the parents of students.

Daun Anderson
Instructor
Home Economics Education
The Pennsylvania State University

Teenage pregnancy is a "problem that hasn't gone away."[1] Like so many other nagging social problems, this one continues to worsen. From 1974 to 1978, the teenage pregnancy rate increased by 10 percent. Researchers predict that nearly 40 percent of the two million girls turning 14 in 1981 will become pregnant at least once sometime during their teens.[2]

Educators have waged a thirty years war against problems related to adolescent sexuality, according to medical educator Donald B. Fraatz, and the fight is far from over. Fraatz contended that recent problem-solving approaches have not consisted of anything new because they have been based on tired assumptions. In Fraatz's view, it is a mistake to assume that today's adolescents are "so much brighter than their predecessors"[3] when it comes to their knowledge about human sexuality. On the contrary, the evidence suggests that many teenagers "can't comprehend the contagiousness of venereal disease nor the seriousness . . . and they don't know from where babies come."[4] If Fraatz is right, educators should be starting at square one by teaching basic facts about conception, pregnancy, and childbirth, before going on to deal with the more complex aspects of human sexuality.

It is obvious that educational efforts have failed to reach the over 800,000 teenagers each year whose pregnancies were unintended.[5] Teenagers are bombarded with messages about sexual freedom by the media, their peers, and adults outside the home and school. Can parents and teachers safely assume that teenagers absorb sufficient knowledge on their own to analyze these messages? One source of this knowledge ought to be the school, particularly home economics courses; yet, studies show that this information is not provided in many schools.

What Teenagers Don't Know About Pregnancy and Childbearing

Many teenagers do not know basic facts about human reproduction. Walters, McKenry, and Walters, after administering a knowledge test to 200 Georgia high school students, reported that the majority of these students were poorly informed about the detrimental effects of adolescent childbearing on both mother and child. Over half of the Georgia teenagers did ***not*** know that:

1. It isn't possible to be certain of the time of the month when a woman cannot get pregnant. (74%)[6]
2. Birth defects may be caused by exposing a pregnant woman to X-rays. (62%)
3. Teenage mothers are more likely to have complications in childbirth than mothers aged 20 to 24. (54%)
4. There are relationships between the following factors: birth defects and birth weight (72%), low birth weight and infant mortality (59%), and low birth weight and infant intelligence (90%).
5. Teenage mothers are more likely than mothers aged 20 to 24 to give birth to infants with low birth weights (75%), to deliver prematurely (61%), and to give birth to infants who are less intellectually capable (85%).

Fifty-seven of the 200 teenagers in this study reported that they were or had been pregnant. When Walters et al. matched their responses to those of never-pregnant girls of the same ages, they found that the never-pregnant girls were more often correct in their responses than were the pregnant or previously pregnant girls.[7]

The Alan Guttmacher Institute, in a compilation of several national studies of teenagers, reported that fewer than 40 percent of the females aged 15 to 19 knew at what time of the menstrual cycle the risk of conception is greatest.[8] Another study of mothers of teenagers found that only 45 percent could correctly identify the time of the month when a woman is most likely to conceive.[9] Thus, many young people who depend upon their parents for this kind of information may be misinformed.

Those who depend upon their teachers for such information may be no better off. In fact, over half of all teenagers have never received any sex education instruction in school.[10] Chappel surveyed 706 Iowa secondary schools in 1978 and found that nearly 26 percent did not teach sex education. Another 18.7 percent were not teaching child development and 30 percent did not offer parenthood education.[11] If this is true in Iowa, one of the few states which has state-level policies encouraging schools to offer family life and sex education,[12] where do students in most states gain access to reliable information? In schools where discussion of adolescent sexuality, pregnancy, or childbirth is not expressly prohibited, home economics teachers should be in the forefront of educational efforts to teach this subject matter.

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[1] The Alan Guttmacher Institute, *Teenage Pregnancy: The Problem That Hasn't Gone Away* (New York: The Alan Guttmacher Institute, 1981), p. 1. (I found this publication particularly helpful. It may be ordered from the Institute, 360 Park Ave. South, New York, NY 10010; Attention: Loretta Worters. Single copy $5 postpaid. Less for quantity orders.)

[2] The Alan Guttmacher Institute, p. 21.

[3] Donald B. Fraatz, "The Thirty Years War in Sexuality," *The Journal of School Health*, 47(2) (1977), 117.

[4] Donald B. Fraatz, p. 117.

[5] The Alan Guttmacher Institute, p. 20.

[6] All percentages in statements one through five refer to the proportion of students who responded *incorrectly*.

[7] James Walters, Patrick C. McKenry, and Lynda Henley Walters, "Adolescents' Knowledge of Childbearing," *The Family Coordinator*, 28(2) (1979), 163–171.

[8] The Alan Guttmacher Institute, p. 40.

[9] The Alan Guttmacher Institute, p. 38.

[10] The Alan Guttmacher Institute, p. 40.

[11] Betty B. Chappell, "The Status of Family Life Education in Iowa Public Schools (Grades 7–12)" (Doctoral dissertation, University of Iowa, 1978).

[12] The Alan Guttmacher Institute, p. 39.

Making a Difference Through Education

As Boss and Hooper have pointed out, "Adolescent parenthood is not always synonymous with premature parenthood."[13] Teachers cannot realistically hope to change the minds of those teenagers who consciously choose to become parents during their adolescent years. Nevertheless, there are many teenagers who become pregnant without such intentions, and home economics teachers can provide them with the information which might help them to make better choices. Recent studies have revealed some disillusioning statistics about the probable consequences of teenaged childbearing in terms of both parents' lives. For the sake of their own futures and those of their children, it is important that teenagers be made aware of these consequences:

1. Teenage girls who give birth before age 18 are only slightly more than half as likely to graduate from high school than are those women who delay childbearing until ages 20 to 24.

2. Only 70 percent of teenage boys who become fathers before age 18 are likely to graduate from high school, compared to the 94 percent graduation rate of the men who delay parenthood until ages 20 to 24.

3. In families where the mother gave birth before age 16, the median family income was $7,550 in 1975. The 1975 median income was $13,990 for families in which the mother delayed birth until after age 25.

4. Two-thirds of the 600,000 families headed by mothers aged 14 to 25 and with children under five years of age subsist with incomes below the national poverty level.

5. Teenagers who become parents and marry between the ages of 14 and 17 are nearly three times more likely to separate or divorce within 15 years than those who do not become parents until after age 20.[14]

We cannot predict whether providing all teenagers with this information will have any measurable effect on the teenage pregnancy rate. We do know, however, that most of today's adolescents are uninformed or misinformed about the facts related to pregnancy and the consequences of childbirth during adolescence. Studies have also confirmed that teenagers overwhelmingly want education about sexuality.[15,16] Like their parents, most young people believe that parenthood is an important role in life and that it is worth studying in school.[17,18]

Instead of searching for new ways to teach about sexuality through flashy media presentations, perhaps it is time to give the more human way a try on a bigger scale. In school, *all* students should have the opportunity to learn the facts about human sexuality, pregnancy, and childbearing in at least one of their courses. Home economics teachers, with their special expertise in teaching about family relationships and parenthood, can offer their students the information they want and need. By helping young people to realize that learning the facts is the basis for enlightened decision-making, we can show them the difference between consciously choosing and depending upon the luck of the draw.

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[13]Pauline Grossenbacher Boss and Judith Oakey Hooper, "Teaching Adolescents About Parenthood," *Journal of Home Economics*, 72(2) (1980), 42.

[14]The Alan Guttmacher Institute, pp. 28-33.

[15]The Alan Guttmacher Institute, p. 38.

[16]Paul B. Dearth, "Viable Sex Education in the Schools: Expectations of Students, Parents, and Experts," *The Journal of School Health*, 44(3) (1974), 190-193.

[17]John A. Byles, "Teenagers' Attitudes Toward Parenting," *Health Education*, 6(5) (1975), 15-18.

[18]Larry A. Morris, ed., *Education for Parenthood: A Program, Curriculum, and Evaluation Guide* (Washington, D.C.: Department of Health, Education, and Welfare, 1977).

Student Leadership Development Through Participation in Secondary School Chapters of FHA/HERO*

Colleen C. Caputo
Department of Family
and Consumer Studies
University of Utah

Judy Haymore
Department of Family
and Consumer Studies
University of Utah

The word adviser has been defined as "a person who offers advice, especially in official or professional capacities or a teacher who advises students in academic and personal matters."

Anyone who has ever served as a Future Homemakers of America adviser has likely at some point questioned the choice of the term "adviser" in describing their function and role in the FHA/HERO organization. Future Homemakers of America and Home Economics Related Occupations (FHA/HERO) is a student organization sponsored by the U.S. Department of Education through the Home Economics Education program and the American Home Economics Association. The goal of the organization is to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation, and community involvement. FHA operates on a national, state, and local level with students elected as officers at the various levels and home economics teachers serving as advisers.

Perhaps a more appropriate title could incorporate more of the actual responsibilities of the chapter adviser, including: motivator, recruiter, planner, coordinator, informer, director, leadership trainer, initiator, counselor, organizer, reporter, teacher, pinch-hitter, encourager, treasurer, manager, and facilitator. One of the state's FHA/HERO guidebooks suggests that "the adviser is the key person in the success of an FHA/HERO chapter." That places a great amount of responsibility and pressure upon the chapter adviser. Therefore, it is not uncommon for a frustrated adviser to begin to inquire: Is it all worth it? Does FHA really make a difference?

In response to those questions, the following individual stories are offered. These stories represent a variety of home economics students throughout the country and were collected in response to a request for case studies and success stories of students in home economics programs. It is interesting to note that, although FHA was not mentioned in the request, an overwhelming number of responses cited the Future Homemakers of America organization as an important influence. It appears that FHA is successfully functioning as an integral part of numerous home economics programs in the secondary schools.

The primary benefit of the FHA organization seems to be the leadership opportunities provided for students. Many students who have had little previous opportunity for experience and personal achievement develop self-confidence and skills which were previously untapped. The personal growth of these students aids them not only in high school, but also as they make decisions for the future.

As a freshman and sophomore student, Maribeth was a quiet, shy, unrecognized, but good student. She came to school, did her work, and went home. Nobody knew Maribeth. She took some home economics classes and several of the teachers noticed her potential. The staff encouraged her to enroll in the home economics occupation program.

As a junior, Maribeth's talents emerged into full bloom. She didn't think she could be an officer in the HERO club, but the teacher encouraged her to apply. She became the club's secretary-treasurer and did more than an outstanding job. She continued enrollment in home economics occupations classes and entered the world of work, along with her school tasks and HERO club responsibilities.

Through these experiences she developed enough self-confidence to apply for a state officer position and became the Colorado State Secretary-Treasurer. This provided the opportunity to travel and to make presentations to large groups. In a recent interview for a scholarship, Maribeth was asked what her proudest accomplishment was during her high school career. Her reply was that she had been able to become a HERO officer and develop poise as a speaker.

As a senior, Maribeth has decided to make home economics her career. She is recognized as a poised and talented student leader in this school. She has applied many of her home economics skills to daily living and has discovered herself as a person.

Judith Johnson
Home Economics Teacher
Littleton, Colorado

Approximately four and a half years ago, I taught a student with whom I still communicate on occasion. Carol was a special needs learner who had difficulty with reading and math. Her family was economically disadvantaged.

I integrate FHA/HERO into my classroom so that students may experience personal growth in leadership and decision-making skills. Carol indicated that she had a concern for the elderly and the disabled. In order to encounter personal growth, we planned several projects. She adopted two grandparents at a neighboring retirement community. Her numerous visits were observed by the personnel, and she

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*This article is adapted from a chapter in the AVA ad hoc research committee monograph, *The Value of Home Economics Education: Observations of Students, Teachers and Parents,* The Pennsylvania State University, 1981.

was later employed by the institution. She was able to care for the elderly as well as two convalescent women who were approximately 30 years of age.

In the classroom, we developed a training plan which included the skills that she needed to perform at her job and the management of her paycheck. In the spring of that year, she entered the Nurse Aide Proficiency event at the State FHA/HERO convention. She received a fourth place rating out of ten contestants. This recognition helped her to grow ever more.

In our most recent communication, Carol told me that she is now employed by a wealthy family whose son met with an unfortunate car accident which left him permanently paralyzed. The family chose her because of the care and concern that she gave him at the institution.

Carol has mentioned several times that if it had not been for the experience she received through home economics and FHA, she would not have seen the relevancy in other courses. She may not have graduated or she may be on the welfare lists.

Brenda M. Bak
Home Economics Teacher
Fort Pierre, South Dakota

Due to the organizational structure of FHA/HERO, students are able to serve as officers on the local, state, or national level. This provides opportunities for assuming responsibility and decision making. Students develop leadership capabilities and a competence in working with others. Serving as an officer can also provide additional experiences through travel and participation in conventions at various levels.

One of our successful students is a Tlinget Indian from a large family of modest means residing in our small community of Sitka. She received her leadership training through our Future Homemakers of America Chapter.

She participated in and became a leader of our volunteer work program at the Local Pioneer Home for retired Alaskans. As an FHA member, she was able to travel to the state FHA leadership convention in Anchorage and was eventually elected State FHA President. Serving as president, she developed her organizational ability and traveled to the national FHA convention where she received further leadership training.

Due to her outstanding work at the Pioneer Home, she was able to obtain a state scholarship for a large university. She has since received a master's degree.

Without the FHA training in high school, I doubt that she would have had the confidence and assertiveness to go on to college and successfully survive the competition of the "outside" world.

Marilyn Wilson
Home Economics Teacher
Sitka, Alaska

Working with home economics and FHA/HERO has given me a great experience with myself. I have come to know myself as an individual and a unique person. Home economics and FHA/HERO have helped me to recognize responsibilities and to promote my leadership abilities. I have had the opportunity to travel and meet many new people.

As a freshman, I was enrolled in home economics and was an active member of my local and district FHA/HERO chapters. I served as reporter and attended two district meetings, the State Leadership meeting, and the National Leadership meeting in Seattle, Washington. As a sophomore, I served as secretary of the chapter and was able again to attend the state and national conventions. I was elected president of Mississippi's FHA organization for my senior year and have been actively involved in FHA/HERO projects on the local, district, and state level.

I truly believe that I would not be the person I am today if I hadn't had the opportunity to take home economics and be involved in the FHA/HERO activities. I know that to reach a goal, I have to work hard. Due to my experiences, I plan to major in home economics and work with children in the future.

Terri Lynn Thompson
Hamilton, Mississippi

Although females comprise the majority of membership in FHA, the male members very often find themselves elected to positions as officers. Jeff Sizemore eventually became the FHA president at Starmount High School in North Carolina.

The last thing in the world I would have thought of when I entered Starmount High School was of becoming the president of the Starmount chapter of FHA. As it came about, I realized that it was a time of opportunity and involvement in a part of school I hadn't even heard of. It started when I joined the Independent Living Class in my junior year. As the year started, we had executive elections for FHA. I was somehow elected vice president. After a lot of thought about how I would look as a male, I decided to do my best because I always try to be the best I can, even though it is sometimes a difficult task.

Now I am in my senior year and the president of FHA. I am truly proud of the position I hold. I think everyone, male or female, should join FHA and home economics just for the experience. I hope other people can relate to my ideas and goals and join FHA because we're building America. I am able to see the things we are doing to help not only ourselves but others also.

Jeff Sizemore
Starmount High
Yadkin County, North Carolina

The position of national president of the Future Homemakers of America Association demands a great deal of time and responsibility. However, it also offers limitless leadership opportunities. After serving as a local and state officer for two years, Brenda Parker was selected as National FHA President her senior year.

My interest in home economics has increased and broadened immensely through the Future Homemakers of America. In school I have held many class and local FHA/HERO offices, and this year I am the home economics teacher's assistant for a freshman class. My sophomore year I was elected as the Area 1 FHA/HERO Parliamentarian. I served as State FHA Vice-president my junior year, and fulfilled my role as the National President of the Future Homemakers of America my senior year.

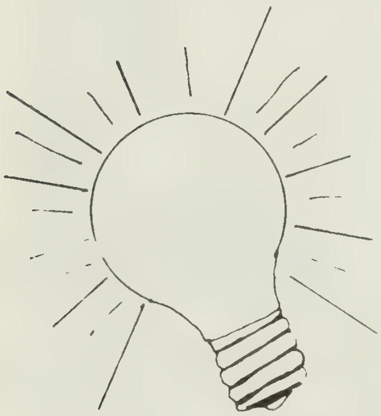
These offices have given me the opportunity to travel throughout Texas and the United States sharing my views

on the homemaker, the family, and home economics. I have gained a great deal of knowledge and insight about home economics from people throughout the country. I have also shared my home economics education with several community groups. Last year, I worked with a group of educable mentally retarded students in home economics education.

I can truly state that I have gained a great deal from home economics and the Future Homemakers of America organization. I have used these two as a tool to help me grow "Towards New Horizons."

Brenda Parker
Happy, Texas

Is it worth it? Does the Future Homemakers of America/ Home Economics Related Occupations organization really make a difference? You be the judge.



Ideas That Worked!

A FIRST JOB OPPORTUNITY
Mini-unit for Grade 7

Colleen Cohn
Home Economics Teacher
Helena (MT) Middle School

A baby sitting unit is often greeted with groans and moans by 7th graders. Many have had training through civic organizations and several have had care of younger brothers and sisters for years; therefore they feel comfortable about their skills.

In order to stimulate interest and prepare them for the job world, baby sitting is treated as a first job opportunity. I first show the class a picture of a toddler and we talk about the little fellow in terms of importance to his parents and as a human being. His value is compared to the material possessions his family may have. The discussion then leads to how really important this job is.

A survey is then taken as to how much money the students average per week and per month baby sitting. We then take this average and multiply it by the number of seventh grade classes and they can readily see that it is a big business in our town with a profit column showing thousands of dollars. This leads naturally into how are we going to prepare for this important job.

A pre-test is given to evaluate students' knowledge about the skills and development of children. Class content is planned around the results of the pre-test.

One of the first topics of discussion is what makes a good sitter or necessary job qualifications. Students then discuss where to look for jobs and how safely to secure them. Planning and preparing a contract they can present to their employer gives them a better sense of the business world.

Physical and emotional development is discussed as well as ability levels in relation to what they can expect from the youngsters they work with. Parents are invited in to discuss how to take care of very small children and demonstrate diapering, bottle feeding and general care.

Discipline is a great concern and so emphasis is put on this area. Students realize that a child who is not busy is usually trouble, so they make their own "bag of tricks" to take with them on the job. Emphasis is on inexpensive, safe and creative kinds of items for their bag.

A check list for emergencies is developed and they are encouraged to use it on the job. They are constantly reminded that a good business person is always well prepared.

Close to the end of the unit four or five adults who regularly hire baby sitters are asked to come to the class and discuss what they expect of a baby sitter. Students are divided into groups and move from one employer to another to gather good business tips.

As a final lesson, the importance of good recommendations for future jobs are discussed. Students are made aware that developing good work habits and attitudes are the keys to future job success. Career options in child care services are explored.

A test is given and if the student passes it with 80 percent or better s/he receives a "Good Baby Sitter Certificate" which they proudly show to their employers. Confidence radiates and they are ready to face the world of work.

Get It Together Through Future Homemakers of America

Helen Hall
Assistant Professor
Home Economics Education
Oregon State University

Jerri Gardner
Home Economics Teacher
Gladstone High School
and President
Teachers of Home Economics
in Oregon

Are you satisfied with the way your work is going? Have you been procrastinating with an idea you haven't found time to develop? A group of dissatisfied Oregon home economics teachers, who felt that Future Homemakers of America could be a solution to their concerns, managed for the time to make their idea a reality. Although it took two years to reach their goal, the teachers' enthusiasm and belief in what they were trying to accomplish carried them through.

In April 1979, FHA/HERO (Home Economics Related Occupations) chapter advisors met in an advisor workshop to share ideas and concerns at the annual Oregon Future Homemakers of America state student leadership conference. The workshop was led by Louisa Liddell from the national headquarters staff of FHA. As the participants walked into the room, they were instructed to list their concerns on a large piece of paper. These concerns included male participation in FHA/HERO programs, integration of FHA into the curriculum, management and organization, public relations, motivating members, and increasing membership. During the workshop, advisors discussed their frustrations and concerns, many of which could have been topics for an entire conference!

The advisors also expressed the frustration of having no professional body to represent them and their interests. That evening several of them met to brainstorm possible solutions for providing advisors with more preparation. These suggestions later were presented to the executive board of THEO (Teachers of Home Economics in Oregon). The FHA/HERO advisors asked to be represented as a standing committee in THEO, the THEO board accepted the request, and an FHA/HERO committee was formed.

The FHA/HERO committee consisted of seven members including the state FHA/HERO executive director, a teacher educator, a college student who was a former state FHA president, a new advisor, and three current advisors. The committee's first action was to develop a grant proposal to be funded through the Oregon Department of Education under Subpart 5 of the Consumer/Homemaking Education, Vocational Education Amendments of 1976.

The FHA/HERO committee chairperson and FHA state executive director wrote the proposal in spring 1979, requesting funds for an inservice conference to be held in the 1979/80 school year. In response to this request, the committee was awarded funds to use for further planning of the conference. Another proposal was to be submitted the following year to obtain conference funding. As part of the 1979/80 planning year, the committee used a survey to assess teacher interest in Future Homemakers of America.

In the 1980/81 school year, Consumer/Homemaking funds were allocated for a two-day FHA/HERO advisor leadership conference. To aid the intensive workshop schedule, the committee selected a secluded conference site. They carefully put together a conference program to include all concerns expressed at the 1979 meeting, and again asked Louisa Liddell from national headquarters to lead the conference.

The committee's approach was to provide information about the FHA/HERO program on the first day and to apply the information to individual situations on the second day. The first day's program included a large group session on organizations and their place in society. Then a panel representing current FHA/HERO advisors discussed integrating FHA/HERO activities into the classroom. Next, workshops addressed these topics: HERO, peer education, using the planning process, and integrating FHA into the classroom. Each advisor had the opportunity to attend two workshops.

The dinner speaker addressed the group on personal and professional development. Time was then provided for informal discussions, viewing resources, and sharing ideas. The next morning, teachers brainstormed solutions for their identified concerns. After lunch the conference participants wrote plans to implement the workshop information into their own school programs.

Sixty-four participants attended the February 1981 conference. They included teacher educators from three four-year institutions, home economics education student teachers, current FHA/HERO advisors, and home economics teachers not presently involved with FHA/HERO chapters. The overall conference evaluation was excellent with consistently high marks given for program, facilities, and location. Publicity and resources were noted as conference weaknesses to be improved.

The number of dedicated people working on the FHA/HERO committee was a major strength of the project. Members shared responsibilities and followed through with their assigned duties. For most of the committee, this was their first effort at organizing a major conference.

Participants were offered the opportunity to register for one hour of college credit by attending the workshop and completing approved follow-up projects. Many of the projects were planned during the morning session of the second day and were designed to meet individual goals. These projects included writing proposals for introducing FHA to school administrators, developing unit plans for integrating FHA/HERO activities into the existing curriculum, planning inservice programs for other district or county home economics teachers, and setting up field testing to revise the current chapter planning process.

A follow-up to this conference was held at the 1981 state FHA leadership conference. At the special session for participants, they were asked to share how they had applied the information from the February conference, their successes and failures in working with the FHA/HERO program, and their progress with their individual plans. Teachers reported that they really were beginning to GET IT TOGETHER through Future Homemakers of America!

Entering the World of Work: Some Learning Activities

Connie Sasse
Editor
Phi Upsilon Omicron *Candle*

I. Work has a tremendous influence on people's lives. In fact, almost every aspect of life is related in some way to work. How can work, or the lack of it, affect or influence the following aspects of a worker's daily life: life style, self-concept, relationship with spouse, relationship with children, basic needs (relate to Maslow's basic needs if students are familiar with them), values, personality traits, relationships with co-workers, leisure time activities, and friendships. What conclusions about career selection can students draw after discussing the above with specific examples?

* * * * *

II. The following case study can serve as an example for specific application of the general facts and principles brought out in the discussion described above. The situation also highlights some of the value choices inherent in career selection. (continued in column 2)

Jeffrey has worked as a carpenter's aide in the two years since he graduated from high school. The man he worked for suffered a fatal heart attack two months ago and Jeffrey has been out of a job ever since. Although he is good at carpentry work, Jeffrey has never really enjoyed it. His dream is to get into airplane mechanics. So far, he has not been able to get a job because he is completely inexperienced in the field. Right now he doesn't have the money to take a year's course in airplane motor mechanics. Last night a local contractor called and offered him a position on a carpentry crew. Jeffrey has no real desire to take the job. However, he is afraid that his continued search for a mechanics job will only bring failure. In addition, his savings are about gone and his unemployment insurance is not enough to meet his expenses.

Imagine you are Jeffrey. Would you take the carpentry crew job or would you continue to look for work in airplane mechanics? Write a short paragraph describing the values and job expectations which led you to the decision.

* * * * *

III. The following questions will help students consider their ideas and values concerning their place in the working world. Students can circle the responses which best describe themselves. Before beginning the exercise, students can write down their first 3 preferences for jobs.

Do you think pay is the most important aspect of a job?	Yes	No	Maybe
Would you be loyal to the company that employed you?	Yes	No	Maybe
Would you prefer to be self-employed and be your own boss?	Yes	No	Maybe
Have you learned good work habits while in school?	Yes	No	Maybe
Do you need a large salary in order to feel "adequate"?	Yes	No	Maybe
Is the place that you work important to you?	Yes	No	Maybe
Do you want work that will give you a challenge?	Yes	No	Maybe
Do you think your self-concept could easily be influenced by your job?	Yes	No	Maybe
Are you eager for a chance to advance on the job?	Yes	No	Maybe
Would you work even if you inherited enough money to live on?	Yes	No	Maybe
Do you think you could meet most of your basic needs through work?	Yes	No	Maybe
Do you want to feel that your work will make a difference to the world?	Yes	No	Maybe
Would you argue with an employer over your appearance?	Yes	No	Maybe
Do you have basic skills to obtain a job?	Yes	No	Maybe
Would you ever put the demands of a customer over the rules of your company?	Yes	No	Maybe
Are you willing to cooperate with your co-workers?	Yes	No	Maybe
Can you concentrate on a task over a long period of time?	Yes	No	Maybe
Do you get rewards from hard work?	Yes	No	Maybe
Would you like to be a supervisor some day?	Yes	No	Maybe
Do you think you could meet employers' expectations?	Yes	No	Maybe
Do you like to work only when the mood strikes you?	Yes	No	Maybe
Do you want a job with regular hours?	Yes	No	Maybe

* * * * *

Promoting Home Economics Programs—*With Muffins!*

Marilyn Martin Rossmann
Assistant Professor
Home Economics Education
University of Minnesota

Jean Traeger Baldrica
Home Economics Teacher
Brooklyn Junior High
Osseo, Minnesota

Some parents have been heard to say, "One unpleasant thing I remember about home ec when I was in high school was making *standard* muffins with *no* tunnels and *no* peaks. My child says they're still making muffins, even though I haven't made a muffin at home for years."

Why do home economics classes make muffins in this day of convenience foods and ready-made breads? And why do students simply respond "Muffins," to their parents' question, "What did you do in home economics class today?"

The answer to both questions lies in the ability of the teacher to explain to students and their parents not only *what's* being done in home economics classes, but also *why* that particular learning experience has been chosen.

In the case of the muffin, home economics teachers need to make clear *all* of the reasons for muffin-making beyond knowing about "standard" products and eating something. Muffins are made because the process helps students to learn:

Nutrition: Adding bran and raisins to the recipe and calculating nutritive values can lead toward understanding of how to make any product more nutritious.

Skills in Measuring: Using dry or liquid containers and the metric or British system builds confidence in accurate use of measures.

Mathematics: Doubling or halving the recipe provides experience in using computational skills.

Psychomotor Skills: Mixing, stirring and folding, gives practice in manual dexterity.

Pleasure: Tasting a good product yields enjoyment.

Cooperation: Working in a group to accomplish a task contributes a sense of belonging.

Time Management: Completing the muffin from start to finish in a short class period promotes self-discipline, efficiency and organization.

Economics: Comparing prices of kinds of muffins such as box mixes, ready-made, or homemade and comparing with sliced bread contributes to decision making about financial and other considerations.

Pride: Accomplishing a finished product that's tasty, attractive and completed in competent manner instills justifiable self-respect.

Interpersonal Relationships: Sitting down to eat muffins and carrying on pleasant conversations with classmates models the behavior hoped for in family meals.

The answer to "What's in a muffin?" is "A lot." And the home economics teacher who promotes the program will be certain that everyone from school board members to potential students know that home economics classes aim high for scholastic and personal accomplishment with each classroom experience—including the muffin!

Life in North Devon, England

Charlotte Ranke
Albright Middle School
Villa Park, Illinois

Torrington is a town of 5,000 people situated at the top of Castle Hill in North Devon, approximately 180 miles south-west of London. My living environment had been described as a terraced cottage situated within walking distance of the town square. I had imagined a small detached dwelling, shuttered windows, and an English garden blossoming with growth winding its way to my front door. In reality what I found was a 250-year-old English version of an American townhouse, sandwiched between two other cottages, front door opening directly onto a narrow sidewalk which banked up to a winding street, buzzing with traffic from the town square which indeed was a stone's throw away.

I took stock of what was to become my home for the next school year: thick walls, low ceilings, a coalite fireplace. There was no automatic hot water and the instructions for washing clothes were "place detergent in bathtub, run water to desired level, and scrub." I had often said that if I had lived in the past, my other life would have been a pioneer. I was now being given that opportunity.

Coming home to my 250-year-old 'cottage' after shopping in the town square.

Shopping, although limited, was convenient and the following day I ventured into the town square. The largest grocery store was about the size of our local Seven-Eleven Shop. It was obvious from the time I began speaking that I was the new 'cookery' teacher from America. News travels fast in small towns. After checking my purchases I waited for the cashier to 'bag' my groceries. "Haven't you brought your basket?" she asked. In most European countries the shopper supplies a basket and packs his/her own purchases. Brown bags, I discovered, are an American invention. Although I missed the wide selection of foods, I began enjoying the shopping adventure. (Something I could never say about the American supermarket.) My basket would overflow with runner beans and ripe fruit from the greengrocer, fresh fish from the fishmonger's stall, balanced by a freshly baked breadstick from the corner pastry shop. Shopping became a personal experience and before long I was acknowledged by name and spent time talking with townsfolk. Because the refrigerator

Home from the market—basket in hand.

was the size of a portable television, I tended to buy only what I needed, and there was no need to 'stock up' as the shop was just around the corner.

Walking in England is regarded as a sport as much as a necessity. All my previous driver's cramps left me after settling into a daily routine of walking to and from school, and to any other destination: the community center, swimming pool, or tennis courts. A half block from my humble cottage was the top of Castle Hill and a panoramic view of the farmlands below. Areas of workable soil were separated by thick high hedges dividing the land into a patchwork landscape. At the foot of the hill was the hamlet of Taddiport which had at one time served as a lepers' colony. Several walking trails led from Castle Hill to the River Torridge which flows at its base.

As winter approached I found my feet were constantly chilled to the bone from the damp, cold weather. For a period of four weeks I could hardly walk from the pressure built up on the sole of one foot and the toe of another. I suspected planter warts as I had been swimming regularly at the local pool and could easily have contacted them there. A visit to the chiropodist in the neighboring town diagnosed "chilblains," an ailment caused by arteries becoming contracted from cold then being warmed too quickly. I had been defrosting my feet by toasting them in the fire, on top of a hot water bottle, or in a steaming bath. The problem was solved by wearing warm, woolly stockings.

Country roads are more adventurous than driving on a speedway. Since all driving in England is on the left side of the road with the driver seated at the steering wheel on the right side of the car, probably operating a shift, the challenge to maneuver up and down the narrow, winding country roads is awesome to one whose driving experience was limited to straight, flat, four-lane highways. The narrow roads were outlined by hedges ten feet high, and there was often no road easement. When two lorries (trucks) meet, it is necessary for one to reverse until a clearance is found for a pass. When venturing out on my first driving adventure, I was halted by the movement of dairy cattle as they crossed the road followed by a bearded farmer dressed in thick, woolly knee

socks, tweed knickerbockers, and a heavy sweater and cap. Needless to say, they had the right of way.

Tradition and customs are much alive in this small community, and at Christmas I found myself singing carols in the town square as the mayor (wearing his official ceremonious mayor's medal around his neck) lit the town's official tree lights. On Christmas morning I awoke to the sound of a brass band playing 'Joy to the World' under my bedroom window. Another important Christmas-time holiday is Boxing Day. This day, December 26, in the past was the day alms boxes in churches were opened and the money was distributed to the poor. Later it was the day Christmas boxes were opened. On Boxing Day in Torrington the town is alive with the anticipation of a foxhunt. Hounds, horses, and red-coat riders assemble in the town square awaiting the sound of the brass horn that takes them galloping into the neighboring countryside in pursuit of the fox. It was a scene out of the movies.

Mayfair ranks as probably the most exciting time of the year. Weeks of preparation lead up to the celebrations that begin the first Thursday in May and last through the weekend. A Mayfair queen is chosen, and she and her court perform the traditional dance around the maypole strewing flowers amidst the winding ribbons. All businesses and schools are closed and a gala carnival with colorful floats and strumming majorettes parade through the town.

School Days

A typical school day is as long as those back home. However, since a majority of students are bussed from farmlands up to twelve miles away, classes start at 9:20 and continue to 4:00. Each school day starts with an assembly in the school hall. About 400 students stand silently for fifteen minutes while listening to school messages, joining in the Lord's prayer and singing a traditional English tune. Unlike America where religion is not allowed in schools, here it is encouraged.

The typical official uniform is black trousers or skirts, plain colored or white shirts, topped by jumpers (pullover sweaters). Students didn't have the luxury of individual lockers and carried their books in large canvass bags from class to class. Lunchtime showed that the tastes of British pupils vary little from the American student. Most plates were heaped high with chips (french fries), baked beans, and hot dogs or beefburgers.

The home economics classroom isn't better or worse than back home, only different. New words or new meanings to old words proved confusing to both the students and me. I often felt I was learning more than I was teaching.

During the first lesson I proceeded to explain the use of the term 'rub in' in which shortening is separated into coarse texture by blending it with flour. The American term is 'cut in' and a pastry blender is employed to do the job. A search of all drawers and cabinets failed to produce any pastry blenders. So I began my 'rub in' using two knives as I had done previously. There were many puzzled faces as I continued the demonstration and as the students began to work I saw them using their fingers instead of the suggested knives. "Mrs. Ranke, we always 'rub in' using our fingers," they announced. I tried it and it did work better.

On another occasion in an attempt to introduce them to some American teenage favorites, I began with pizza. I outlined the ingredients needed. (All British students bring their own ingredients; each makes his/her own pizza and takes it home for the evening meal.) During the following lesson, as I circulated checking their progress, I noticed three quarters of the students had brought ketchup instead of tomato sauce as called for in the recipe. "But ma'am," they exclaimed, "ketchup is tomato sauce." And, indeed, on my next visit to the grocer when asking for tomato sauce I was given a bottle of ketchup.

Besides not understanding the meanings of words, it was often difficult to understand the words themselves as students from the farmlands had thick Devonian accents. "Ers er goin" meant "where is she going." "Tha mun coom fer a meal afore tha goos" translates to "You must come for a meal before you go." It was a dinner invitation I discovered.

New Insights

It was only in being away from America that I discovered some of America's values and, indeed, felt American. The first discovery was how consumer-oriented our society is. Our stores are open long hours and through the weekend. Shops here close at 5:00 p.m. and always on Sunday. Banks are open 9:00 to 3:00 daily and closed Saturday and Sunday. Of course the English have less money to spend. Cost of living for bare essentials like bread, eggs, and milk is double what it is in America. So is the price of gasoline. The average worker earns less than two pounds (which is under four dollars). America is the land of plenty. And being here has taught me to value our resources. One can get along on a lot less. While I will come home to comforts such as central heating and hot water, I will learn to appreciate and not waste these resources I had taken for granted.

I found, as an educator, the same frustrations in teaching as I had in America. So I can now accept more easily the negatives of our profession. It was a pleasure to work with students who exhibited good manners, polite behavior, and teacher respect. I'm certain that a small community and the rural atmosphere have much to do with their development. If I were in Liverpool or London, the situation could have been reversed. I know the need for courtesy and respectful behavior I found in England will follow me back into the American classroom.

The spirit for adventure which led me to accept this exchange will now follow me to meet new challenges as they crop up in the future.

From him/her to whom much has been given, much will be expected.

EDITOR'S NOTE: The following statement is presented for whatever help it may be in explaining to members of Congress and legislatures or to school administrators that the occupation of homemaking is basic to *all* occupations and that *everyone* deserves the opportunity to learn about it. Share it in any way you think would be helpful. I have sent it to members of five committees in the Senate and House of Representatives.

The Place of Home Economics in Vocational Education

Hazel Taylor Spitze

HOME ECONOMICS is unique in vocational education. It has a dual function of preparing persons for certain wage-earning occupations and for the occupation of homemaking.

Being employable means more than having a job skill. Home economics knowledge and skills help people to meet the varied requirements.

(1) One requirement for employability is a positive *SELF-CONCEPT.* Some people are unemployed because they have such a negative self-image that they never *ask* for a job. One has to believe that s/he has something to offer an employer, that his/her knowledge and skills are worth a wage, before s/he can apply for a job. Home Economics contributes to the development of a positive self-concept as students learn to improve their health through better nutrition, to dress and groom themselves for social acceptance and pride, to develop practical skills for everyday use, to make consumer and personal decisions on the basis of new knowledge, and to take pride in success experiences. Home Economics teachers promote all these experiences through both classes and the youth organization, FHA.

(2) Another requirement for employability is the ability to get along with other people. The focus of home economics is the individual in the family setting and it is in the family that *HUMAN RELATIONSHIPS* are first and continuously learned. Security or insecurity is developed there, and this can affect one's willingness to cooperate rather than to fight. Habits and attitudes which affect one's ability to secure and hold a job are learned there, too. Positive *family* relationships can lead to positive relationships with employers and fellow employees. And if an adult lives in a loving family, s/he is more likely to be able to focus on the job during work hours instead of worrying about abuse, divorce, and other problems of human relationships. Home economics includes the study of principles of human relationships.

(3) A third requirement for employability is *POSITIVE ATTITUDES TOWARD WORK.* Attitudes such as the desire to work, dependability and responsibility on the job, the desire to relate to employer and fellow employees in positive ways, confidence that one can handle a job adequately, honesty, trustworthiness, and ability to trust others, are desired by employers. The way in which children are reared and the models they see at home are central in the development of these attitudes. Home economics includes parenting, family life, and human development.

(4) A fourth requirement for employability is *PHYSICAL AND MENTAL HEALTH.* Both kinds of health (and they are interrelated) affect productivity on the job, regularity of attendance at work, accident rates on the job, hope for the future, etc. Home economics contributes to health in these ways:

(a) attention to nutrition needs
(b) household organization that permits adequate rest and avoidance of home accidents
(c) sanitation to avoid disease
(d) care of the ill that hastens return to work
(e) development of personal habits that affect resistance to disease, accidents, fatigue
(f) attention to family relationships and a congenial home atmosphere which promotes mental health
(g) home management that involves cooperation among family members
(h) emotional stability that affects absentee and accident rates on the job.

(5) A fifth requirement for employability is *MANAGEMENT SKILLS* that enable one to handle home responsibilities along with job responsibilities; to make satisfying decisions regarding all resources, including time and money; to avoid worry about debts, finances, etc., which can increase absenteeism and accident rates; to avoid getting the employer involved in garnisheed wages; to avoid waste of resources, including energy.

As people learn to manage resources at home, for example, the conservation of fuel energy or avoidance of waste of any resource including one's own time and human energy, they are more likely to manage these same resources on the job and hence be more efficient and productive.

Management is decision making and most jobs require decisions. Worker morale is higher when workers can see themselves able to make satisfying and reasonable decisions and to use earnings to secure what they deem a high quality of life. Understanding the decision making process can increase interest in decisions that employers must make and ability to participate, where appropriate, in those decisions.

As students learn to use and care for the equipment of the home, they learn to cope more ably with technology in the work place.

(6) The world of work is part of the society, and social problems, e.g., vandalism, violence, and theft, affect the work place and the cost of operation. More guards are needed, more resources are stolen, more time lost from settling disputes, etc. Home economics as a profession serves the society by serving families and makes a contribution to the *SOLUTION OF MANY SOCIAL PROBLEMS.* It even contributes to national defense because *people* are more important than hardware in defense. It is people and families that cause us to *want* our nation to be defended.

A healthy society needs a stable work force. All members of the work force are members of families. Even if they live alone, they are members of their family of origin and usually members of a family they have helped to create. These family relationships, for good or ill, continue for life and affect the worker.

The profession of home economics aims to help individuals and families in ways that foster positive human development and to create living environments that enable workers to contribute their best. Everyone, male and female, deserves the right to learn the principles taught in home economics as a basis for creating their own living environments and positive human relationships.

Homemaking and family membership are basic to workers in *all* occupations. It should be a separate and definable category in all appropriations for vocational education. The occupation of homemaking, variously estimated at a value of up to $37,000 per year when children are present, requires preparation. In 1979/80, the most recent year for which figures are available, 3,385,736 students of both sexes were taking advantage of this type of preparation. Millions more need this opportunity.

PROJECTING

PROJECTING A

PROJECTING A PICTURE OF HOME ECONOMICS

Public Relations in Secondary Programs

EDNA PAGE ANDERSON
CONNIE J. LEY
RUTH ANNE MEARS

LOOK

This publication from the Home Economics Education Association may be very helpful as you interpret your program to your administrators, your congressmen (and women) and legislators, parents, potential students, school board members or your community in general. It can be ordered for $4.00 from Home Economics Education Association, 1201 Sixteenth Street, N.W., Washington, DC 20036.

Foods and Nutrition—A Mini Unit for Grades 6–10*

This is Part III in our series on nutrition and foods for grades 6 to 10. This "mini-course" in five parts integrates principles related to nutrition, use of labels, food safety, cooking skills and principles, meal planning, energy use, food buying, weight control, and even family relationships.

The focus in this lesson is green vegetables and iron deficiency anemia, and the food to be prepared is green peas, probably the green vegetable most commonly liked by most Americans.

As noted in Part I (*Illinois Teacher*, September/October 1982), the suggested format is: (1) Students read the "story" and accompanying material, (2) they take the test to stimulate interest and curiosity, (3) they see a demonstration and make the salad in the lab, display and taste it, (4) they discuss the whole procedure with the teacher and go over the test, with correct answers and explanations given, and (5) throughout the lesson the teacher adds comments, questions, and emphases.

Principles To Be Taught in Lesson 3

1. Cooking can be done equally well by males and females and both can enjoy it.
2. Fresh, frozen, and canned green vegetables vary in flavor, cost, and in their content of some nutrients.
3. Frozen foods usually lose less nutrients in processing than canned ones.
4. Generic foods are usually less expensive than brand names.
5. Some vitamins, e.g., vitamin C and B_1 (thiamin), dissolve in water.
6. Energy is conserved in cooking when the pan fits the burner and sits flat on it.
7. Vegetables continue to cook in the boiling water after the burner is turned off.
8. Storing frozen vegetables requires energy, but canned ones can sit on a cupboard shelf.
9. The provision of food and how it is done affects family relationships.
10. Vegetables add color and texture to meals as well as nutrient values.
11. Green vegetables vary in their caloric value but most have fewer calories in relation to their nutritive value than other kinds of foods.
12. Green vegetables contain no fat or cholesterol.
13. Vegetables contain nutrients not provided by meats, breads, and milk.
14. Green vegetables can be cooked very quickly, some in 3 to 5 minutes.
15. The amount of salt added to foods affects their dietary value, usually the less the better.
16. Green peas contain fiber, protein, some B vitamins, a little vitamin A and C and some iron.
17. Food left on kitchen counters can attract insects.
18. Hot soapy water helps keep dishes and counters sanitary and protects health.
19. Carelessness in the kitchen, e.g., burners left on, can cause house fires.
20. The way in which foods are cooked affects their nutrient value.
21. French fries have several nutrients, including fat (hence high caloric value) and usually a considerable amount of salt.
22. Ready-prepared foods usually cost considerably more than home cooked foods.
23. One type of anemia is caused by a shortage of iron in the diet.
24. Anemia causes tiredness, shortage of breath and other symptoms due to a shortage of oxygen.
25. In a healthy person, hemoglobin in the blood carries oxygen to all body cells.

*Prepared by the Editor.

III. Green Peas in a Meal

Carlos lived with his mother in a nice little apartment near the junior high school. It was Saturday. No school today. So Carlos had slept late and he woke up hungry. In the kitchen he found a note from his mother.

"Went to work early today. Home about four. When I packed my lunch, I made a sandwich for you, too. It's in the refrigerator. Don't forget your vegetables!"

"She always says that," thought Carlos. He was strong and healthy, and he knew that eating good food all the time was one of the reasons.

"I guess I'll have green peas with that sandwich," he said to himself, and he looked in the freezer part of the refrigerator. "Good," he said as he took out a package, "I won't have to have canned ones. They're good but these are better. More vitamins in frozen ones, too. Hmm. Mom got the generic kind again and saved money. She's a smart mom."

He had cooked peas often and he knew just what to do. "Don't pour the vitamins down the drain," his mother had said. "Either cook them in a small amount of water or save the cooking water for sauce or soup. Or drink it!"

He got a pan that just fit the burner and put in ½ cup of water and a sprinkle of salt. When it started to boil, he poured the peas in. As soon as it began to boil again, he turned off the burner and let them cook about three more minutes in the hot water. That short cooking time saved vitamins and didn't waste any fuel. But he did know that it took energy to process and store those frozen peas until he was ready to eat them.

The bright green, crisp peas looked so good! He added a little margarine and got his sandwich and a glass of milk from the refrigerator. As he sat down to eat, he saw the banana and cookies his mother had left on the table for his dessert.

"I wish she was here," he mused. He knew she had thought of him before she went to work.

* * * * *

Carlos' favorite vegetable added food values as well as color and crunch to his lunch. One-cup of cooked peas had 110 calories so it gave him energy. It also had fiber, protein, some B vitamins, a little vitamin A and C, and some iron—about 15% of the iron he needed for the day. He ate other foods that had iron, too. No *anemia* for Carlos![1] He knew milk didn't have any iron but meat and whole grain or enriched bread and cereal did. And he liked beans, nuts, asparagus, greens, apricots, prunes, dates, and eggs. His mother often told him how glad she was that he wasn't finicky. He liked lots of foods and he liked to eat!

Carlos left the kitchen clean. He used plenty of hot soapy water and wiped all the counters and the range and table. He knew that crumbs on the table or food left on plates could attract bugs, and those creepy, crawly things bothered him and his mother. He also checked to be sure all burners were turned off before he left the house.

Some days Carlos made French fries. They had nutrients, too, but they had lots of fat even though he drained them on a paper towel. And unless he was careful, he put too much salt. Eight pieces had as many calories as a cup of these green peas, but only about one fifth as much iron. They had a little of some B vitamins, a bit of protein, and even some vitamin C but the peas had more of everything, according to his mother's chart. Still, the French fries tasted so good, he liked to make them now and then. His were more nutritious because he scrubbed them with a brush and cut them up, peeling and all. And they cost much less than buying them frozen or at McDougalls.

Carlos' mother had told him that potatoes could lose nutrients in the cooking so he saved all he could by cutting them in large pieces and not soaking them in water or letting them stand, and by not having the oil any hotter than necessary. Even so, a boiled or baked potato had more of most of the nutrients than the fries did, except energy value, or calories.

Carlos was also very careful about that hot oil when he was frying them, especially after his friend had spilled some on her foot and had to be on crutches for awhile. He knew that cooking the French fries took more energy than the peas but storing the fresh potatoes had taken less than the frozen peas.

[1]There are several kinds of anemia. The most common kind is iron-deficiency anemia, which causes tiredness, and shortness of breath. Although many Americans have it, Carlos was avoiding that. But he could get other kinds of anemia if he lacked Vitamin B_{12}, or some of the other B vitamins (folic acid and pyridoxine), or if his body had certain other problems.

Carlos had learned many things about food and nutrition. Have you? Can you answer the following? True or False

T ______ 1. Vegetables provide nutrients not contained in meats, breads, and milk.

F ______ 2. Frozen vegetables lose more vitamins in the processing than canned ones.

F ______ 3. Brand name foods usually cost less than generic ones.

T ______ 4. A shortage of iron in the diet causes anemia.

F ______ 5. Frozen green peas need to be cooked about half an hour to be well done.

F ______ 6. French fries have more of most nutrients than green peas.

T ______ 7. French fries are high in fat content.

T ______ 8. Iron-deficiency anemia is fairly common in the United States.

T ______ 9. Using a pan that fits the burner saves energy.

T ______ 10. Storing frozen peas requires more energy than storing fresh potatoes.

F ______ 11. Cheese and milk have lots of iron for the body.

T ______ 12. Eggs and dry beans are sources of iron.

T ______ 13. Most vegetables and fruits have a little iron and some of them have a considerable amount.

T ______ 14. Bits of food attract insects into homes.

T ______ 15. Potatoes eaten with peelings (or skins) on have more nutrients than peeled ones.

T ______ 16. Leaving boiling oil unwatched can cause house fires.

F ______ 17. Cutting vegetables in small pieces for cooking usually saves nutrients.

T ______ 18. Some vitamins dissolve in water.

T ______ 19. Cooking time affects vitamin loss in vegetables.

What you eat affects:
- Your energy level.
- Your ability to learn.
- Your ability to hold a job.
- Your pep and enthusiasm.
- How you feel about yourself.
- Your likelihood of having accidents.
- Your ability to get along with people.
- How you look (weight, skin, hair, etc.).
- Your muscle development and strength.
- The mental development of unborn children.
- Your ability to avoid colds and other diseases.
- The extent of birth defects in unborn children.

I commend to you:

"Affective Education in the Age of Productivity," by Robert R. Carkhuff, in the April 1982 issue of *Educational Leadership,* the journal of the Association for Supervision and Curriculum Development. (You may join that association for $18.00 per year and receive eight issues of that excellent journal. Address is 225 N. Washington St., Alexandria, VA 22314.)

Carkhuff presents a convincing case for affective education, for humaneness in education, as he argues that we can learn to produce more results while investing fewer resources if we stress equality among all the participants in an enterprise and focus on the affective-interpersonal development of all parties involved.

"It is a sad commentary," says Carkhuff, "that the schools, the source of the affective-interpersonal education programs upon which progressive industries base their human development efforts, are abandoning their programs. Many shcool systems have chosen to see affective-interpersonal development as a costly and expendable resource input rather than as an inexpensive and necessary processing ingredient that facilitates the school's own productivity goals."

The same could be said about the productivity of any classroom.

In another ASCD publication (ASCD Update, Dec 1981) the Executive Director, Gordon Cawelti, has suggested five indices of productivity in schools: (1) learning skill achievement, (2) school climate (morale, trust and respect), (3) job placement, (4) student self esteem, and (5) academic subject tests.

HTS

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OF HOME ECONOMICS

The Role of Home Economics in Revitalizing Our Economy

Revitalizing Ourselves and the Curriculum

HOME ECONOMICS EDUCATION • UNIVERSITY OF ILLINOIS AT URBANA - CHAMPAIGN

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Foreword

The articles in this issue of *Illinois Teacher* are related to the general theme in diverse and indirect ways. Can productivity be increased by saving time, becoming more able to manage conflict, helping the disabled to be more independent, reducing the number of babies born to teenage mothers, reducing stress, becoming healthier, providing education for the elderly, helping youth identify careers? We think so.

You'll find articles on all these subjects and more. You'll find teaching techniques and ideas, inspiration from the Teacher of the Year winners, mental stimulation from an economist's critique of another economist—on home economics. You'll find bits and pieces between the articles, and we hope you'll want to read all! Let the Table of Contents on the front cover be your guide and introduce you to the authors.

Watch for the renewal form on the extra cover of the next issue along with a few questions we'd like you to help us with by providing answers.

I hope 1983 is going well for you. I hope also that by the time you read this I'll have my garden planted. That should help revitalize the economy, too!

—The Editor

LETITIA WALSH FELLOWSHIPS

Letitia Walsh was the founder of the *Illinois Teacher* and a professor of Home Economics Education in the Department of Vocation and Technical Education, College of Education, at the University of Illinois at Urbana-Champaign from 1944 to 1962. During her tenure on the faculty, Letitia Walsh was strongly committed to scholarship and the achievement of women. She left a sum of money in her will to the University of Illinois College of Education, the income from which she wished to be used for fellowships for women in education.

The Letitia Walsh Fellowships for doctoral study in education are awarded annually. The stipend for the 1982/83 academic year is $4,000. The Fellowships also carry a tuition and fee waiver.

Academic merit, professional experience, and potential contribution to education are the major criteria for selection. Applicants must meet all of the following minimum requirements:

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- ★ Commitment to enroll for full-time doctoral study (a minimum of three units) each semester for the academic year.

Prior recipients may re-apply for a second year.

Receipt of the award is contingent upon being admitted to doctoral study in the College of Education at the University of Illinois. To obtain application materials for doctoral study, write to the College of Education, University of Illinois at Urbana-Champaign, 1310 South Sixth Street, Champaign, Illinois 61820, and indicate the area of your interest.

To apply for a Letitia Walsh Fellowship, send a resume, transcripts for all higher education work, three recent letters of reference and a statement of goals to:

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A cover letter should indicate to which department of the College application for doctoral study has been made or in which the applicant is currently a doctoral student. Applicants are responsible for seeing that all required materials for application are received by February 15 of each year. Awards will be announced by April 1.

Recipients may accept up to a quarter-time assistantship appointment concurrently with the Walsh Fellowship. Recipients may also employ Veteran's Benefits. A scholarship carrying a stipend of not more than $500 per semester may be held concurrently with the Walsh Fellowship.

The University of Illinois at Urbana-Champaign also offers University Fellowships, research and teaching assistantships and tuition and fee waivers. Inquiries should be made to the department at the time of application for admission.

A Critical Review of Becker's *A Treatise on the Family*

Marianne A. Ferber
Professor of Economics
Director, Office of Women's Studies
University of Illinois
at Urbana-Champaign

In 1981 Gary Becker's *A Treatise on the Family* was published, and soon was widely acclaimed not only by economists but by other social scientists as the crowning achievement of two decades of thought and study. The stated purpose of the book is to analyze marriage, births, divorce, division of labor in households, prestige, and other nonmaterial behavior with the tools and framework developed for material behavior.[1] The proud claim of the uncontested leader of what is now widely called the New Home Economics is that "The economic approach provides a powerful framework for analyzing both the dramatic changes in the family during the last half-century and the much slower, yet even larger changes extending over hundreds of years during the evolution from traditional to modern societies."[2] This work has pushed neoclassical micro-analysis into areas which economics had either abandoned or never before entered.[3]

It is not merely the ambitious scope of this work that is impressive. Becker's mastery of economic theory and mathematical modelling are beyond question, and his extensive references to the work of researchers from a variety of disciplines, and to societies throughout the world and throughout history testify to a breadth of knowledge unusual among today's highly specialized scholars. But the limitations of this body of thought are as serious as its insights are brilliant. Only a review of a length comparable to that of the book itself would enable us to address both adequately.[4]

Other reviews have very competently summarized the main ideas presented by Becker, and adequately paid homage to his contributions (see, for instance, Beller et al., 1982; Ben-Porath, 1982; Hannan, 1982). Some disagreements are also voiced. For instance, Becker's highly simplified assumptions—fixed preferences, maximization, and equilibrium—are noted (Hannan, 1982). His conclusion that "the rotten bid theorem" explains how conflict is resolved within a family is questioned (Ben-Porath, 1982). His model ignores considerations of equity and power in family decision making and consequently, it cannot account for the existence of egalitarian marriages, except as deviations from the norm (Beller, 1982). But a great many other issues that could be challenged have been ignored. This brief review is intended to remedy this deficiency by frankly emphasizing the aspects of the book which need to be examined critically.

[1]Gary S. Becker, *A Treatise on the Family* (Cambridge: Harvard University Press, 1981), p. IX.

[2]*Ibid.*, p. 256.

[3]Yoram Ben-Porath, "Economics and the Family—Match or Mismatch," *Journal of Economic Literature*, 20(1) (March 1982), 52.

[4]A critique of some of the works on which this book is based appears in Marianne A. Ferber and Bonnie G. Birnbaum, "The New Home Economics: Retrospect and Prospects," *Journal of Consumer Research*, 4(1) (June 1977).

Summary

For readers not familiar with the book, we begin with a very brief summary of its main assumptions and conclusions.

1. The family achieves well-being by consuming "household commodities," which its members produce by combining their time with market goods and services. "These commodities include children, prestige and esteem, health, altruism, envy, and pleasures of the senses" (Becker, pp. 7–8).

2. Families seek the highest level of well-being, i.e., to maximize utility, subject to the limitation of their financial resources, and the amount of time available. Their behavior is coordinated by markets, whether explicit ones for purchased goods and services, or implicit ones, such as the marriage market. Usually a price, explicit or implicit, is established which just clears the market. Because of altruism, where each member takes pleasure in the other's satisfaction, the family may be viewed as having a single utility function.

3. In order to maximize utility, husband and wife each specialize in the sphere of their comparative advantage. The man's relatively greater productivity in the market and the woman's at home, are determined by biological differences between the sexes.

4. Polygamy comes about because under certain circumstances it improves women's well-being, and is more efficient in producing high quality children than monogamy. Divorce comes about when at least one spouse finds s/he would be better off if the marriage were terminated, and can make it worthwhile for the other spouse to consent to its dissolution.

5. Demand for children is positively related to family income. But the quality of children demanded is also strongly related to income. Hence the cost of children becomes much higher as the family becomes more affluent. Furthermore, the time of a more highly educated mother is more valuable, increasing the cost of children even more. This explains why higher income couples have fewer children.

6. Finally, Becker concludes that increases in economic growth and the expansion of the welfare state have led to increased labor force participation of women, smaller numbers of children, an increase in the divorce rate, illegitimacy and female-headed households. He also suggests that slower growth and a retrenchment of welfare programs might well slow or reverse these trends.

Critique

In an effort to be systematic, the shortcomings of "A Treatise" have been classified into eight categories. Each has been illustrated using one or more examples.

1. It is rather disappointing in a work with no less than 19 pages of bibliography to find few references to scholars who have been critical of the author's work. Blake (1968), Duesenberry (1960), Ferber and Birnbaum (1977), Leibenstein (1974) and Sawhill (1977) are all conspicuous by their absence. At the same time there is a high proportion of citations to Becker's former students and others who work faithfully in the Chicago tradition.

2. While those with a different point of view are generally ignored, proponents of ideas supportive of Becker's theories

are rather indiscriminately cited, preseumably as authorities. Striking examples are references to Alice Rossi, an eminent sociologist with no credentials in biology, on the subject of biological differences between the sexes,[5] to George Bernard Shaw, a witty and brilliant author never noted for his understanding of women, on the subject of women's preferences for husbands[6] and last, but not least, to the Ayatollah Ruhollah Khomeini, an authority on the Khoran, but not widely admired for his concern with human rights, on the advantages conferred upon women by polygamy under Islam as opposed to monogamy.[7]

3. Somewhat akin to citing an expert in one area as an authority on a distinctly different subject is the practice of using a well-documented fact to draw conclusions which do not follow from this. The most notable instance of this is the use of the incontrovertible truth that only women bear children to support the contention that women are peculiarly suited to rearing the young, and by extension even to do all forms of housework. Similarly, in the chapter on nonhuman species the author claims that fixed costs of young are important for females in practically all species because they spend sizeable resources on the production of eggs (p. 204), without providing any evidence beyond the fact that females do produce ova. One more illustration is Becker's contention that a progressive income tax is likely to increase income disparities, simply based on the fact that there is no evidence that income differentials will decline as a result of progressive taxation.

4. Even more disturbing than unwarranted conclusions derived from established facts are instances of presenting evidence not based on facts. This is true of the chart (p. 26) which purports to illustrate the value of men's and women's time over the life cycle. It suggests that the value of the homemaker's time is greater than that of employed men over a large part of their adult lives, and further suggests that the woman re-enters the labor market after many years at home at a wage no lower than when she left. Not a shred of evidence is provided for either of these assumptions. Such carelessness in the presence of considerable empirical evidence suggesting otherwise is difficult to understand.[8]

5. There are also cases of sweeping, unsubstantiated statements boldly made, which ignore extensive conflicting evidence. One example is the claim that women have traditionally relied on men for provision of food and shelter (p. 26). Even a casual survey of the relevant anthropological literature leaves no doubt that in many societies women provided much or most of the food, and participated in the construction of dwellings.[9] A second example is the generalization that the main purpose of marriage and families is the production and rearing of children. Yet there are growing numbers of couples today who are eager to adopt children, others who prefer to have no children,[10] and a rapidly increasing proportion who marry at an age well past the child-bearing, and even the child-rearing, age.[11] A third instance is the suggestion that mothers' labor force participation may harm the health of their children. Becker not only ignores the numerous studies which conclude otherwise, but also fails to consider the possibility that even if such children were found to be less healthy, this might be caused by the different socio-economic status of their families. Yet another claim in conflict with extensive evidence is that the law effectively protects housewives after divorce (p. 28).

6. At other times evidence is provided, but used cavalierly in a variety of ways. One instance is that facts are used selectively. In arguing for the negative relation between income and fertility the experience of recent decades is cited, but the decline in number of children during the Great Depression and the baby boom of the fifties is ignored.

Another questionable practice is the use of facts to illustrate a particular point, but ignoring the questions they raise in a larger context. The small families among ancient Greeks and Romans are mentioned as evidence that modern birth control methods are not crucial to limiting the number of children (p. 101). How these small families can be explained when the main consideration in determining family size presumably is the mother's produtivity in the labor market is not considered. Similarly, fewer children among Jews are used as evidence of the negative relationship between quantity and quality of children, but no explanation is offered why this group made a different choice from the rest of the population.

Last, a number of rather obvious facts are blithely ignored by Becker in formulating his hypotheses and models. In assuming that a person only marries because s/he expects to be better off, he ignores not only social and parental pressures, but the legal right parents have had in many societies to arrange for their children's, and especially their daughter's marriage. Such a situation is particularly common in societies that permit polygamy, so that it may be the father who receives the bride-price who benefits, rather than the daughter.

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[5]Becker, *A Treatise on the Family*, p. 21. He carries the biological argument so far as to suggest that women who prefer market work are in some way biologically deviant (p. 24).

[6]*Ibid.*, pp. 48-49: "The maternal instinct leads a woman to prefer a tenth share in a first rate man to the exclusive possession of a third rate one."

[7]*Ibid.*, p. 56.

[8]A great deal of work has been done on the value of nonmarket time. None of the estimates of responsible home economists or economists suggest that the value of time of homemakers exceeds that of men in the labor market. See Hans J. Adler and Oli Hawrylyshyn, "Estimates of the Value of Household Work Canada, 1961 and 1971," *The Review of Income and Wealth*, Series 24, No. 4 (December 1978), 333-355; Marianne A. Ferber and Bonnie G. Birnbaum, "Housework: Priceless or Valueless?" *The Review of Income and Wealth*, Series 28, No. 4 (December 1980, 387-400; Oli Hawrylyshyn, "The Value of Household Services: A Survey of Empirical Estimates," *The Review of Income and Wealth*, Series 22, No. 2 (June 1976), 101-131; Martin Murphy, "The Value of Non-Market Household Production: Opportunity Cost versus Market Cost Estimates," *The Review of Income and Wealth*, Series 24, No. 3 (September 1978), 243-255; Kathryn E. Walker and William H. Gauger, "The Dollar Value of Household Work," Information Bulletin 60 (Ithaca: New York State College of Human Ecology, Cornell University, 1973).

A number of researchers have investigated the effect of time out of the labor market on women's earnings. All found evidence that the reentry wage tends to be lower than earnings before they dropped out of the labor market. See Mary Corcoran, "The Structure of Female Wages," *American Economic Review*, 68(2) (May 1978), 165-170; Marianne A. Ferber and Bonnie G. Birnbaum, "Labor Force Participation Patterns and Earnings of Women Clerican Workers," *The Journal of Human Resources*, 16(3) (Summer 1981), 416-426; Jacob Mincer and Solomon W. Polachek, "Family Investments in Human Capital: Earnings of Women, " *Journal of Political Economy*, 82(2) (March/April 1974), 576-108; Steven H. Sandell and David Shapiro, "The Theory of Human Capital and the Earnings of Women: A Reexamination of the Evidence," *The Journal of Human Resources*, 13 (Winter 1978), 103-17.

[9]See M. Kay Martin and Barbara Voorhies, *Female of the Species* (N.Y.: Columbia University Press, 1975).

[10]Becker himself does recognize that men find it easier to get divorced because they generally do *not* get custody of the children (p. 229).

[11]It might be noted in passing that it is very fortunate for women that the production of children is not the only reason for establishing a family, for that would limit their ability to find a mate to the age before menopause.

More relevant in our society is Becker's failure to acknowledge that, whatever the situation may be for potential spouses before the marriage, the wife's bargaining power declines seriously if she becomes a full-time homemaker. For she becomes increasingly dependent on her husband's income, while his earning power continues to increase. This would be all the more so if Becker's view of the production of children as a focal point of the family were correct, for women today typically live far beyond their child-bearing age. Maintaining and raising their earning power by labor force participation is the one way women have of avoiding this problem. This fact is totally ignored.

A good many other examples of casual treatment of facts could be provided, but one more will have to suffice. In the chapter on divorce, uncertainty is used not only as *a* cause, but as *the* cause of marital dissolution. It is the *failure of expectations to be fulfilled* that causes marital disruption. In sharp contrast, the mere possibility of uncertainty is excluded by assumption in the rest of this book. This, no doubt, simplifies the analysis, but there is also no doubt that it makes the conclusions far less realistic.

7. While, on the one hand, using simplifying assumptions such as the one above to avoid complexity, there are a good many other instances where unnecessarily elaborate models are provided to explain relationships for which there are far simpler explanations. One reason for this seemingly perverse behavior is Becker's insistence on ignoring tastes and changes in tastes which could so readily account for many of the phenomena discussed in this book. This is surely true of such facts as people with similar backgrounds being more likely to marry (p. 82),[12] and to stay married, as well as men and women today preferring to have fewer children and a higher standard of living.[13] In other instances it is not clear why Occum's razor is not used. To the extent that the purpose of marriage is the production of children, elaborate economic explanations for its existence are unnecessary. Or again, when there are substantially more persons of one sex in a society, polygamy may be preferably to monogamy.[14]

8. Though Becker is justly acclaimed for providing testable, that is to say falsifiable, hypotheses,[15] he has in some instances hedged his bets so thoroughly that no conceivable outcome would be inconsistent with his theories. This is made easier by the absence of measures for most of the variables used. Thus, for instance, he argues that "superior" men will have more wives under polygamy than "inferior" men, because women will find their productivity is higher when they marry the former.[16] Since there is not even agreement on what "superiority" and "productivity" means in this context no actual distribution of mates can prove this hypothesis wrong. The same is true of the proposition that "mating of likes (or unlikes) takes place when such pairings maximize aggregate commodity output over all marriages" (p. 71). The problem here is not only that such output (including household services) cannot be measured, but that the only way to determine whether traits are complements or substitutes is by the outcome itself. When there is such circular reasoning it is, of course, impossible to find inconsistency between the premise and the outcome. The most serious abuse of this type is the assumption, fundamental to this work, that people always behave rationally. This is defined to mean that they maximize utility, which, everyone agrees, cannot be measured. In essence, we are told that what people do is rational because it maximizes utility, and that, because they are rational, whatever they do must maximize utility, for otherwise they would not do it. Such insistence on rationality ignores the powerful hold tradition tends to have, as so well explained by Schumpeter (p. 12), "Social structures, types and attitudes are causes that do not readily melt. Once they are formed they persist. . . ."

As mentioned at the beginning, this review concentrates on the shortcomings of this book. A positive view of Becker's accomplishments suggests that a unified set of concepts for describing and analyzing so much of human behavior is a considerable achievement, and that his contribution is useful in charting a reasonable strategy, whether or not his theory is right with respect to any given substantive issue (Ben-Porath, 1982). That is not an unreasonable view as long as no practical or policy applications are made on the basis of what we are offered. For that we shall have to wait patiently until data are systematically collected, impartially applied, and analyzed from more than one point of view.

[12]It never seems to occur to Becker that people may have tastes for marrying someone of a similar intellectual level, or for that matter, that they tend to marry those they meet, e.g., in college or graduate school.

[13]This may well have something to do with urbanization, which offers fewer opportunities for enjoyments which do not cost money, and many more opportunities for those that do, and with the development of many expensive goods and services previously not available. Also, as Joan A. Huber and Glenna Spitze (*Children, Housework and Jobs* [New York: Academic Press, forthcoming]) point out, economic returns from children have declined as responsibility for supporting elderly parents has increasingly been shifted onto other shoulders. But then one does not have to believe that tastes are shaped in a vacuum in order to recognize that once shaped they have a life of their own.

[14]It might be noted that now, when many people are interested in limiting rather than expanding the population, polyandry has some obvious advantages over polygamy.

[15]It must be noted, however, that when his prediction of earlier years about quantity of chilren was falsified, he suddenly discovered the importance of child quality. Such unfortunate terminology does, however, give the impression that his views may have considerable class bias. This suspicion is also aroused by Becker's contentions that poor people (and Blacks) "choose" not to educate their children as well, i.e., to have "lower quality" children, and that the financial well-being of welfare recipients is improved by having more children. Perhaps even more extreme is his definition of quality of children in terms of their wealth.

[16]Objection can be raised to such value-loaded terminology. What makes a "superior" human being? Are most people not likely to be ahead of others in some respects, but behind in others? Becker says nothing on this subject here.

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Information is valuable only when it helps us to make effective decisions.

Marilyn Norris

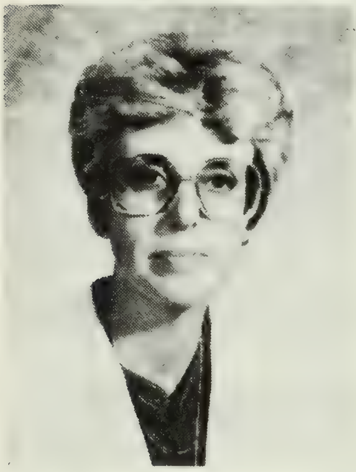
The Human Touch

This is the theme of the Sept./Oct., 1982, issue of the *Journal of Extension* which you may find valuable reading. It includes articles on "Understanding Ourselves and Others," "Speaking Without Words," "Making Group Decisions," "Disagreement is Okay," "Managing People Conflicts," "Human Values and Program Evaluation," and "The Delicate Balance: Work and Family." Guest editor for the issue is Patrick Borich, University of Minnesota. If your library does not have it, the address is:

Journal of Extension
805 Extension Building
432 N. Lake St.
Madison, WI 53706

Hilda S. Wright
Alabama

Frances Black
Arkansas



Jennifer J. Hemstreet
California

Claire C. Bellino
Connecticut

Willie B. Friday
District of Columbia

Alice S. Perlmutter
Florida

1982 Teacher of the Year Awards

NOTE: All teachers, student teachers and those preparing for both, should find inspiration in the words of these teachers who love their work and have been recognized for it.

Once again *Illinois Teacher* is pleased to salute the state Teachers of the Year in Home Economics sponsored by AHEA and the Cheseborough Pond Company. This year 34 states had entries and winners and we wrote to all of them. Twenty-five responded to our questionnaire, and we are delighted to share with you some of their philosophy and ideas.

"Teaching provides an ever-changing environment in which to work," said Jennifer J. Hemstreet, the California winner, when we asked: **Why do you like to be a teacher?** *"It provides an opportunity for creative planning. Young people are such vibrant beings, it is always a challenge to work with them."*

"Teaching is a 'people' profession that enriches the lives of both students and teachers," said Claire C. Bellino, the awardee from Connecticut.

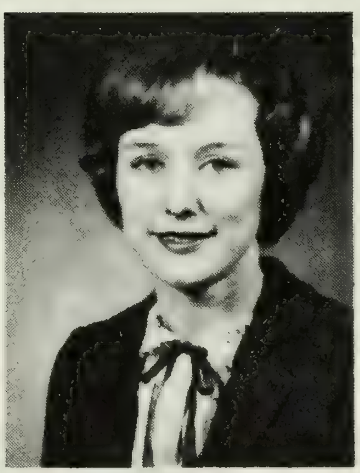
"I enjoy sharing my interest in and commitment to the family," said the Iowa winner, Karen Clover.

"Seeing kids grow and mature is a real 'high' for me," siad the Kansas winner, Mary Jo Harbour; and Edwina B. Brown of Kentucky added, *"I want to share what I enjoy."*

"I like to create new techniques to motivate students and to analyze and deal with multiple situations and personalities on a daily basis. I find my job very stimulating and personally fulfilling," said Pauline Bortolussi of Massachusetts.

Sue A. Walton
Illinois

Karen Clover
Iowa



Edwina B. Brown
Kentucky

Tela D. Rockett
Louisiana

"*I like the enthusiasm and interest of junior high age students. Each day is unique and unpredictable. Opportunities for personal intellectual and emotional growth are an integral part of the teaching profession,*" said Suzanne O'Brien, the Minnesota winner.

"*I like to be a teacher because my classroom is like a garden composed of all kinds of seeds, and it presents an opportunity to help each flower grow into a perfect blossom,*" said the Mississippi awardee, Eloise Scott.

Lou Ann Harrold of Ohio said, "*I like to put students and knowledge in touch with each other. It pleases me to see students use something I helped them learn.*"

"*When I know something, I want to share it,*" said JoAnn Burnett of Oklahoma. "*I like to teach goal setting and I like to see accomplishment.*"

"*I like to help prepare people to manage their own resources now and for the future,*" said the South Dakota winner, Janelle Jones.

"*I enjoy the freedom I have in my own classroom,*" said Joyce Harvey, the Tennessee awardee. "*I like being with young people and listening to them. I appreciate the wide scope of home economics.*"

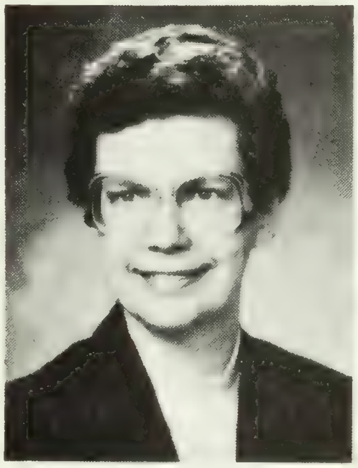
Lois H. Leavitt of Utah said, "I appreciate the opportunity to teach in areas that can influence so greatly the quality of family life."

Pauline Bortolussi
Massachusetts

Suzanne O'Brien
Minnesota

Eloise Scott
Mississippi

Lou Ann Harrold
Ohio



Janelle Jones
South Dakota

Joyce Harvey
Tennessee

Lorenza B. Piper
Maine

Lucile Inayatullah
Maryland

Lois H. Leavitt
Utah

Martha Phillips
West Virginia

"I like to watch the pride, satisfaction and excitement of students as they learn things meaningful to their lives," said Diane V. Roberts of Texas.

What did it mean to you to be the Home Economics Teacher of the Year for your state?

To this question the teachers often replied ***honored, humbled*** *"because there are so many others equally deserving,"* ***rewarded*** *"for all those years of hard work,"* ***appreciative*** of the recognition by their peers.

"It made me look back and recall some of the exciting accomplishments and to feel a greater challenge for the future," said Frances Black, the Arkansas winner. In a similar vein, Willie B. Friday of the District of Columbia said, *"It was an incentive to work harder,"* and Eloise Scott of Mississippi said, *"It made me feel that I must continue to strive to deserve the recognition and to motivate new teachers to be successful."*

"Happiness is watching family, friends and parents be proud of me," said Claire Bellino of Connecticut. *"I also felt that my honor had to be shared with my terrific colleagues without whom there would have been no honor."*

"It is really a program *award,"* said Sue A. Walton of Illinois, *"and quality programs come from the combined support of administrators, school boards, staff, students, and community."*

"I was highly honored that peers felt that I am making a difference in the lives of the youth I teach," said Tela D. Rockett, the Louisiana awardee.

"It meant having home economics in the news," said Lorenza B. Piper of Maine. *"I liked that."*

"It was gratifying to have our family life program recognized," said Suzanne O'Brien of Minnesota. *"We feel this is a very special part of our home economics offerings."*

"It said to me that I was on the right track," said Lou Ann Harrold of Ohio.

"It gave me an opportunity to speak out for Home Economics," said JoAnn Burnett of Oklahoma. *"It caused administrators and counselors to ask why? How? and Tell me more!"*

"It made me feel that I had value as a person," said Joyce Harvey of Tennessee.

"I am grateful," said Martha Phillips of West Virginia, *"that home economics is recognized as an important part of our educational system."*

"It was a recognition for those who trained me and those who support me or have supported me in the past," said D. Roberts of Texas.

What do you feel is your most important contribution to society as a teacher?

"I feel that I am a good family type model," said Hilda S. Wright, the Alabama winner. *"I live what I teach. I'm a typical employed homemaker with two teenagers."* Similarly, Frances Black of Arkansas, who teaches the deaf, said, *". . . being the kind of example needed for my students to develop self-confidence, good attitudes, honesty, quality values, and skills for a happy, useful and productive life."*

". . . my deep commitment to the home economics profession," said J. Hemstreet of California. *"I work hard, am well organized, honest in all dealings, and people respect me and the profession I represent."*

"I'm helping to prepare young people to become better parents, informed consumers, and responsible spouses, family members, and citizens," said C. Bellino of Connecticut. *"I feel I am making an important contribution toward improving the quality of life for this generation and their families."*

". . . my willingness to listen," said Alice Perlmutter of Florida. *"They know I am a concerned adult."* Likewise, Lucile Inayatullah of Maryland said, *". . . my concern for the welfare of my students."*

"I am an agent of change . . . I assist in community projects to elevate community awareness of the value of Home Economics," said S. Walton of Illinois.

". . . making students aware of the concept of family and its multiplicity of roles and demonstrating the integration of personal and family goals," said K. Clover of Iowa.

"I provide opportunities for students to reach out . . . and experience the rewards of service to others," said P. Bortolussi of Massachusetts.

". . . helping kids realize they have potential and helping them work toward it," said M. Harbour of Kansas.

". . . letting teenagers know that there is someone who cares. They call me the BIONIC (Believe it or not I care) teacher. Building self-esteem is very important to me," said E. Brown of Kentucky.

". . . helping young people know who they are and who they want to be and helping them feel successful," said T. Rockett of Louisiana.

". . . the help I can give young people in learning to become responsible and participating members of a family and of society," said Chris Wyatt of Oregon.

How do you keep from getting out of date, bored, unenthusiastic, tired of it all?

"Change the way you did it last year," said H. Wright of Alabama, *"go back to school, attend conventions, try new things."*

"Enter the classroom filled with enthusiasm . . . be flexible . . . go the extra mile . . . sponsor an FHA/HERO chapter," said F. Black of Arkansas.

"I am too busy, too involved, and too motivated to think about becoming burned out," said C. Bellino of Connecticut. *"I have three teenagers, I take courses, attend conferences, read. . . ."*

"I develop new objectives and use a wide variety of teaching techniques," said Willie Friday of the District of Columbia.

"I take college courses every year, am involved in my professional associations, volunteer my time politically, and enjoy socializing," said Alice Perlmutter of Florida.

"I maintain a balance in life between family, career, recreation and community service," said S. Walton of Illinois. *"I develop positive friends who give me energy and stimulation."*

"Home economics offers such a diversified selection of topics, how can one possibly be bored?" queried K. Clover of Iowa.

"I get encouragement from friends and family, and I find my students a constant challenge," said M. Harbour of Kansas.

"I stay involved, attend meetings, run for office and often win, talk to fellow professionals to gain new insights and ideas," said Kathryn Meloy of New Mexico.

"I have never had a bored moment," said E. Brown of Kentucky. *"Everything excites me—new ideas, professional meetings, community work. . . ."*

If you could give new teachers one sentence of advice, what would it be?

"Be excited and students will be. It is contagious!" H. Wright, Alabama.

"Have pride in yourself and in your students and always be honest, loyal, and sincere." F. Black, Arkansas.

"Always respect your students as worthy individuals and don't sacrifice your own dignity in difficult classroom situations." J. Hemstreet, California.

"Build a good rapport with your students based on trust, respect and honest concern." C. Bellino, Connecticut.

"Keep your subject interesting for yourself and your students, and plan to expect the unexpected." W. Friday, District of Columbia.

"Just remember that there was never a more rewarding, satisfying, more important career than teaching." A. Perlmutter, Florida.

Individuals can make a difference if they believe in themselves and their ideals and are committed to those ideals." S. Walton, Illinois.

"Don't teach unless you like all *kinds of kids, especially those who are difficult to like."* M. Harbour, Kansas.

"Be dedicated to your profession and donate a lot of time to better your program." E. Brown, Kentucky.

"Associate with successful home economics teachers who are professional and enjoy their work; it is contagious." T. Rockett, Louisiana.

"Enjoy each day, smile, and let parents and community know what you are doing." L. Piper, Maine.

"Be a professional person . . . and present Home Economics as an essential field of study for today's world and the future." L. Inayatullah, Maryland.

"Involve the students in deciding what will be done throughout the year. (I use an 'idea tree' and everyone adds a few leaves.)" P. Bortolussi, Massachusetts.

"Share your enthusiasm and love of Home Economics in a way that is relevant for students." S. O'Brien, Minnesota.

"Every day is a new opportunity; make the most of it." Kathryn Meloy, New Mexico.

"Know your content, keep current, know your students and their families, be active in professional associations and roll with the punches." L. Harrold, Ohio.

"Parents send you the best students they have, so work with them and recognize their abilities and limitations." J. Burnett, Oklahoma.

"Do your best, be creative, and don't get discouraged." C. Wyatt, Oregon.

"Expect excellence, be positive and caring, and develop your own style considering the teachers you most admired." J. Jones, South Dakota.

Our gift of teaching becomes richer and more rewarding as we share it with others through our caring." D. Roberts, Texas.

"Hang in there; look for the growth in others and you will ultimately feel many moments of deep satisfaction." J. Harvey, Tennessee.

"Enjoy your work . . . and help each student to experience success in your program." L. Leavitt, Utah.

"Show that you truly care about, respect and believe each student is a worthy individual." M. Phillips, West Virginia.

The teachers were all outstanding but they varied in many ways. One was under 30, two were over 60, and the rest were in their thirties (10 of them), forties (7), or fifties (5).

Four of the awardees had taught over 20 years, nineteen of them 11 to 20 years, and seven had taught 4 to 10 years. In their present school the numbers were two over 20 years, twelve 11 to 20 years, nine 4 to 10 years, and one 3 years or less. It was interesting to note that a large number of them had spent all or most of their teaching career in the same community.

Two were never married, three were widowed (one each in 40's, 50's and 60's age group), one was divorced (one in 25 is a very low divorce rate!), and the rest (19) are married. Three have no children, one has four (aged 9–15), four have one child, twelve have two children, and five have three children. Two have a child under six, three have two children between 6 and 10, two have an 8- or 9-year-old and a teenager, one has one teenager, one has two teenagers, and three have a teenager and an older child. Two have three teenagers, and all the rest of the children are 20 to 35 years of age.

Two of the winners had less than a bachelor's degree, six had bachelor's, 16 had master's, and one had an educational specialist degree. Eight had done additional work beyond the degree they hold, four of whom had administrative credentials, and one had completed course work toward the doctorate.

All but two had participated in various forms of continuing professional education in the past 3 years (15 of them in 1982) which included conventions, workshops, courses, and for some, work toward degrees.

Asked how many hours per week they average spending on teaching duties, one teacher said less than 40, seven said 40–48, nine said 49–55, and six said 56–60. One did not give a number but said, "Do your work at school and enjoy home life."

This variation among the winners suggests that there are many ways to be successful, many kinds of talents appropriate, many levels of time commitments and the like. But there are some commonalities. All seemed to enjoy and respect students, all believe enthusiasm and preparation are necessary, all stress caring and helping students develop self-esteem, all believe in home economics, and all think teaching is a rewarding career. They seem to feel that the *way* they teach is as important as *what* they teach and that affective objectives are as important as cognitive ones. They like the variety and the challenge. They feel that the family is important and preparation for family life is essential. They agree that involvement in continuing professional growth activities is necessary, and they manage not to suffer from burnout.

We can all be proud to be colleagues in a profession with these outstanding teachers!

—The Editor

BOOK REVIEW

Your Food Dollar by Money Management Institute, 2700 Sanders Road, Prospect Heights, Illinois 60070, 1982. 36 pages (8½ x 11), 75¢.

Your Food Dollar is a short, concise booklet designed to help students understand the economics of food buying and get the most for the food dollar. It begins with a chapter on "Food trends for the future" and goes through food budgeting, choosing nutritious foods, selection of foods, safety and storage.

The reader does not experience endings and beginnings to chapters. Chapters lead from one to the other in a very logical flowing manner in which factual material has been interwoven. Questions are asked as thought-provoking suggestions. These suggestions could be the basis for a teacher to introduce more material or stimulate a "research" project.

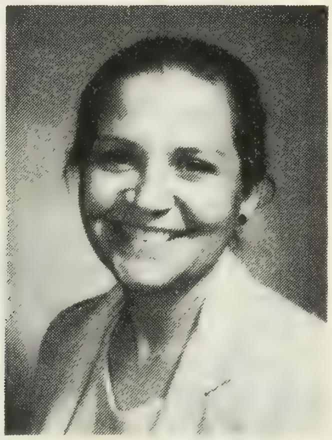
In addition to the ideas presented, an instructor could easily enlarge the material through demonstrations, illustrations, field trips, student reports, speakers, and various classroom activities such as preparing food budgets, studying food advertising or food labels and using them to develop menus and food budgets.

This booklet could be a "text" for a junior high school unit in foods in schools where junior high school vocational programs allow each student only seven to nine weeks of home economics each year. The length of *Your Food Dollar* with the appropriate expanding of material could fill the need for good written material for this age group.

It could also be used as a reference in some consumer economics classes at the high school level. There is more up-to-date material on food economics in *Your Food Dollar* than is included in most comprehensive consumer texts. Adult living classes and parenting classes could also use it as resource material.

Mary Ann Block, Doctoral Student
Home Economics Education
University of Illinois

Nutrition Week at Gilmore Junior High



Ruth Rohlfing
Home Economics Teacher
Racine, WI

Students teach students. That was a major factor contibuting to the success of a nutrition awareness program at Gilmore Junior High in Racine, Wisconsin. The unit consisted of a week of preparation followed by a week of all-school activities. Since the home economics students knew they were going to be teaching their peers, they approached the unit with more interest and concern than usual.

Because the unit coincided with National Nutrition Week, the national slogan, "Eat a Balanced Diet Everyday" was chosen as our theme. The first week, home economics students worked on classroom committee projects. Groups were formed to complete the following tasks:

- making small collage posters that emphasized the importance of "balance." These were later passed out to teachers for display in every classroom. Teachers were encouraged to spend a few minutes discussing world food problems in relation to their own discipline. The remaining posters were hung throughout the school halls.
- making large posters about "junk" food, fast food, food labels, hidden sugars, diets, exercise, adages about food and health, and the Basic Four. These were displayed in the hallways. Whenever possible the content of the poster determined where it was hung, e.g., global hunger in the social studies area, excercise in the physical education department.
- distributing the small posters to teachers and hanging the remaining ones and the large posters after school on Friday.
- developing a simple contest called "Gilmore's Great Nutrition Search." The all-school contest would run the following week, with the answers being found on the large hall posters.
- planning, preparing, and packaging the nutritious snacks for the contest winners. Some foods included were cheese and crackers, peanut butter-stuffed-celery sticks, carrot sticks, raisins, and a small can of fruit juice.
- making arrangements for an assembly during which the student body would see the film *Food For Life.*
- rehearsing a nutrition skit, "The Choice is Yours," for performance before the student body.
- writing daily PA announcements for the coming week's activities.

The classroom was buzzing all week. The broad range of activities enabled all students, regardless of ability level, to participate. Attendance was up and discipline problems were down. Everyone was eager to "look good" the coming week.

Participation in the skit required after-school rehearsals. Most of the students had never before performed in an assembly or play. In fact, several in the cast were generally rowdy students in the classroom. With the help of a drama teacher we were able to channel their explosive energies into an entertaining and educational comedy.

With the ground work laid, the second week seemed almost easy. The hallway posters greeted everyone on Monday. The PA announcements focused on each day's activities. Although some comments were negative, it was good to hear students and staff talking about nutrition. All week the foods students beamed with pride in knowing they had generated this interest.

The skit seemed to delight the student body and staff. Many faculty members commented on how good it was to see less popular and less academically able students on stage. Participation was especially rewarding to the special education student who played the judge. Though it was her first chance to perform in public, she captivated the audience with her spirit. Her performance earned her more recognition than she had ever received, and made the judge a more important and funnier character than we had expected.

Friday brought the end of the activities, but the self-esteem of the home economics students remained. Not only had they learned some basic nutrition but they had also been recognized by the student body. Their increased self-respect made some of them more controllable. Others showed more leadership skills. Almost all seemed more cooperative and respectful in class. Throughout the remainder of the semester students would say, "Remember when . . ." All this reaffirms the fact that students willingly learn when they are recognized for their efforts and when the purpose seems worthwhile. Pride and confidence are at the core of learning.

THE CHOICE IS YOURS

Ruth Rohlfing

A nutrition skit using a TV quiz show format. Emphasis is placed on eating a balanced diet. Suitable for middle or junior high school. Adaptable to senior high school.

TIME: Approximate time is eighteen minutes.

CAST: Quiz show commentator - Student or adult

Judge - Student

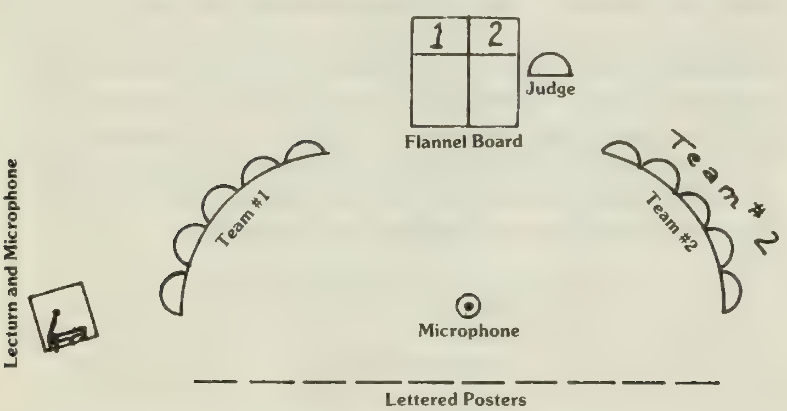
Team One Members - Five students with
show commentator - suggested names:
Susie Snicker
Vicky Chip Dip
Carrie Carmel Corn
Penelope Pop
Freddy Fat

Team Two Members - Five students with
show commentator - suggested names:
Marietta Milk
Beverly Bread Bag
Francis Fresh Fruit
Marianna Meat
Olga Other

Musician - Student or adult (Optional)

PROPS: Lecturn with microphone for commentator;
Free-standing microphone for contestants and judge;
Eleven chairs for contestants and scorekeeper;
An assortment of empty food packages to represent each contestant;
One whistle for the scorekeeper;
One flannel board, approximately 18″ x 36″. The board is divided in half to form two columns;
Two flannel numbers, 1 and 2, to be placed at the top of the flannel board columns;
Twelve flannel strips, about 1½″ x 8″, for keeping score;
A thin box lid for holding the flannel strips;
Ten lettered posters, about 9″ x 12″. The letters spell out B-A-L-A-N-C-E-!-!-!
A handful of play dollar bills;
A black robe for the judge (optional);
A piano or other musical instrument (optional).

SET: Stage is set and curtain is open. The box lid containing the flannel score markers is on the judge's seat. The lettered posters are placed face down near the edge of the stage. No one is on stage. If music is available it can be used before and after the performance.



Commentator (Enters . . . waves . . . takes place at lecturn): Hello everyone out there in (School name) land. Welcome to the new quiz show, "The Choice is Yours." You know . . . for years people have had strange ideas about food. For example, the ancient Egyptians ate garlic for strength and the Romans ate lettuce for common sense. Today some people still believe that fish is brain food and bread crusts make your hair curly. "Crazy," you say? Yes, but most people do have some misunderstandings about how to select the foods that are best for their body. To see just how true this is, let's play "The Choice is Yours."

Our contestants today are fellow (School mascot). Let me introduce you to the members of Team One. They are (Each student enters after name is called. There is loud cheering as they come bounding on stage.) Susie Snicker . . . Vicky Chip Dip . . . Carrie Carmel Corn . . . Penelope Pop . . . and . . . Freddy Fat. (Noise subsides and members sit down.)

On Team Two we have . . . Marietta Milk . . . Beverly Bread Bag . . . Francis Fresh Fruit . . . Marianna Meat . . . and . . . Olga Other. (Students enter wildly, take seats as the cheering subsides.)

Now, to play our game the contestants will be asked identical questions and our expert judge will decide which team has given the best answer. Judge, please come forth and take your seat of honor. (Judge enters with great pomp, takes seat.)

Contestants . . . are you ready? Your first question is, "Why and when do people eat?" (Question may be repeated in game-show fashion.) Team members huddle together to arrive at an answer, one team member comes to microphone to give answer.)

Team One Member: We eat anytime . . . (Shouts of encouragement from team) . . . like when we are watching TV, feeling lonely, . . . when we are upset with a friend . . . or when we are bored. Most of the time we are not even hungry. We just eat to be eating. (Looks at team) Right?

Team Two Member: We eat when we are REALLY hungry . . . abut three times a day. Sometimes we eat just after school for a quick burst of energy . . . *but* we try not to make snacking a daily habit. (Seated team members give words of encouragement and applaud as she takes her seat.)

Judge (Rises, slowly points to Team Two and announces): One point for Team Two. (Places a flannel strip in the Team Two column, teams react accordingly.)

Commentator: The second question is, "How do you select the foods that you eat?" (Team members huddle.)

Team One Member: We choose whatever food is handy, sweet, and fatty. Any food wrapped in cellophane is a first choice. (Team crinkles cellophane wrappers.) Our motto is . . . "Fast to find, and fast to eat."

Team Two Member: We select a variety of foods from meats, eggs and legumes; dairy products; fruits and vegetables; and breads and cereals. (After each food group is called the person representing that group jumps up and parades across the stage.) By the end of the day we have eaten a few foods from each group. (All five stand at microphone, clap twice, thrust one leg and arm forward, in unison shout) You bet!

Judge (Rises, slowly points to Team Two and announces): One point for Team Two. (Places a flannel strip in the Team Two column.)

Commentator: The next question is, . . . "In what amounts should you eat sweet and fatty foods." (Team members huddle.)

Team One Member: We eat as many sweet and fatty foods as we can find. All other foods are boring to us. (All team members rise, put thumbs down, in unison say "Boring".)

Team Two Member: We eat sweet and fatty foods ONLY after we have eaten wholesome, nutritious foods from the Basic Four food groups. Because our bodies are different, we must eat these foods in amounts that are right for our own age, height, and exercise routing.

Judge (As Judge rises a member of Team One rushes over with a hand full of money and attempts to bribe the Judge. A familiar bar of "villain" music is played off stage. The Judge stands statue-like, arms folded, slowly shakes head no. As team member returns to seat, Judge slowly points

to Team Two and announces.) One point for Team Two. (Places a flannel strip in the Team Two column.)

Commentator: Our fourth question concerns overeating. We all overeat now and then. What do you do when you overeat? (Team members huddle.)

Team One Member: We completely stop eating for the next three days . . . except for an occasional piece of candy or two. And we exercise . . . constantly . . . until we are exhausted and stiff. (Team members act out various exercises, moans and groans can be heard.)

Team Two Member: We agree that exercising is important . . . but cutting down on the amounts of foods, especially sweets and fats, is even more important. Why . . . to use up the calories in just one peanut butter sandwich you would have to do vigorous exercises for twenty minutes! Very few people could lose weight by exercises alone. (Team members shout encouragement.)

Judge (Rises, slowly points to Team Two and announces): One point for Team Two. (Places a flannel strip in the Team Two column.)

Commentator: Okay, contestants. For your next question, you are to imagine these two menus. The first one is baked chicken, mashed potatoes, green beans, a dinner roll with butter, a glass of milk, and fruit salad. The second one is a Big-Mac, french fries, a vanilla shake, and an apple pie. The question is, which menu gives you the most calories? (Team members huddle.)

Team One Member (With a lot of confidence in posture and voice): That's easy! The chicken meal has more servings of food so it must have more calories. It sounds good, but who could eat that much? A person would be stuffed! (Holds stomach.)

Team Two Member: We think the fast-food menu has more calories because all those foods are high in either fat or sugar.

Judge (Rises, slowly points to Team Two and announces): one point for Team Two. (Places a flannel strip in the Team Two column.) (Teams show disgust and joy respectively.)

Commentator: From the lopsided score, it looks like some of you need better information about the foods you eat. That brings us to your next question which is, "What is a handy source of information on the foods you are eating?"

Several Team One Members (One member comes forward with): Well . . . we usually judge a food by our taste buds . . . (Two other members rush up, hold her, cover her mouth, and interject) . . . But since we are losing . . . we are going to suggest reading bulletins and articles on nutrition . . . and investigating the school library. (First member is freed and adds brightly.) Oh, yes, and maybe that thing called the Basic Four would help. (Team Two looks on in amazement. Comments like "Hey, they got one right," can be heard.)

Several Team Two Members: Yes, those are good sources. And we would like to add . . . the food package label. Most labels give information on serving sizes, nutrients, and the number of calories in a serving. The labels also list the food ingredients in the amounts used, . . . so if sugar or a fat is listed first, then that is the ingredient used in the largest amount in that food. (Team members proudly shake hands and return to seats.)

Judge (Rises, slowly points to both teams and announces): One point for each team, One and Two. (Place a flannel strip in both columns.)

Commentator: Congratulations, Team One . . . It looks as if

you are finally catching on to this game. Let's have one more question . . . and just to see if we can tie up this score the question will be worth five big points. Listen carefully . . . The question is . . . "To eat right, do you have to give up all of your favorite foods?"

BOTH TEAMS (Without taking time for the usual huddle, Team One begins to chant): No, never . . . No, never . . . (At the same time Team Two claps and shouts.) Yes . . . yes . . . yes.

Judge (Holding hands over ears, rises slowly, steps forward, blows the whistle . . . everyone is quiet . . . announces): Five points for Team One.

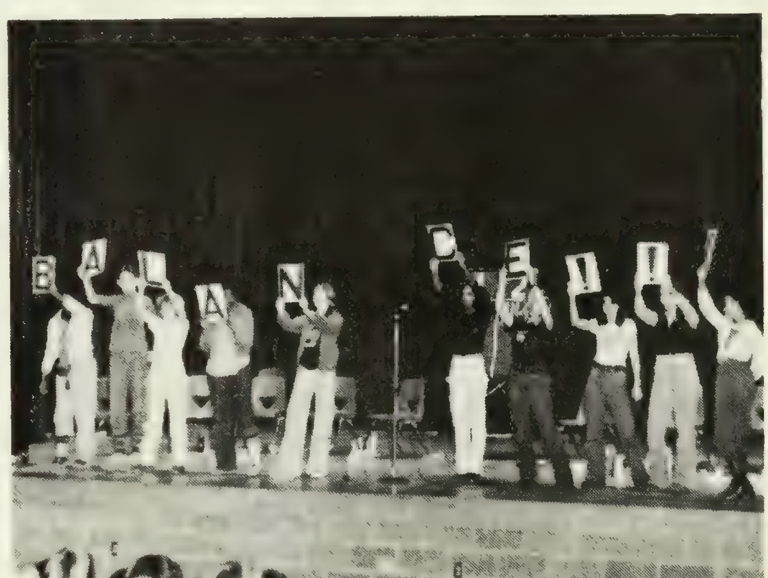
Commentator: Team One, you have done it . . . you tied up the score! You are all winners. Pick up the cards in front of you and show the audience what the real secret is to eating right.

Both Teams and Judge (One by one each person holds up poster and shouts out the letter to spell out): B-A-L-A-N-C-E (The last two people shout the word "Balance" on) "!" (and) "!" (All shout a final third "Balance" as they thrust their posters forward.)

Commentator: Yes, audience, the secret is "Balance" . . . and remember . . .

All (Shouting): The Choice is (Point to the audience) Yours!

Curtain—Music



GILMORE'S GREAT NUTRITION SEARCH NAME ______________________

CONTEST RULES:
- Answers to the questions are found on posters throughout the school.
- Answers must be correct and complete to qualify for a prize.
- Use only the official entry blank.
- Only one entry allowed per student.
- 5 prizes will be awarded. In case of a tie, the winners will be determined by a drawing on Friday afternoon.
- Contest closes at 1:00 Friday. Winners will be announced at 2:30.

1. In poor nations the food problem is not having enough food to eat. In the United States the biggest food problem is:

____

2. The names of the Basic Four Food Groups are:

   A. ______________________ C. ______________________

   B. ______________________ D. ______________________

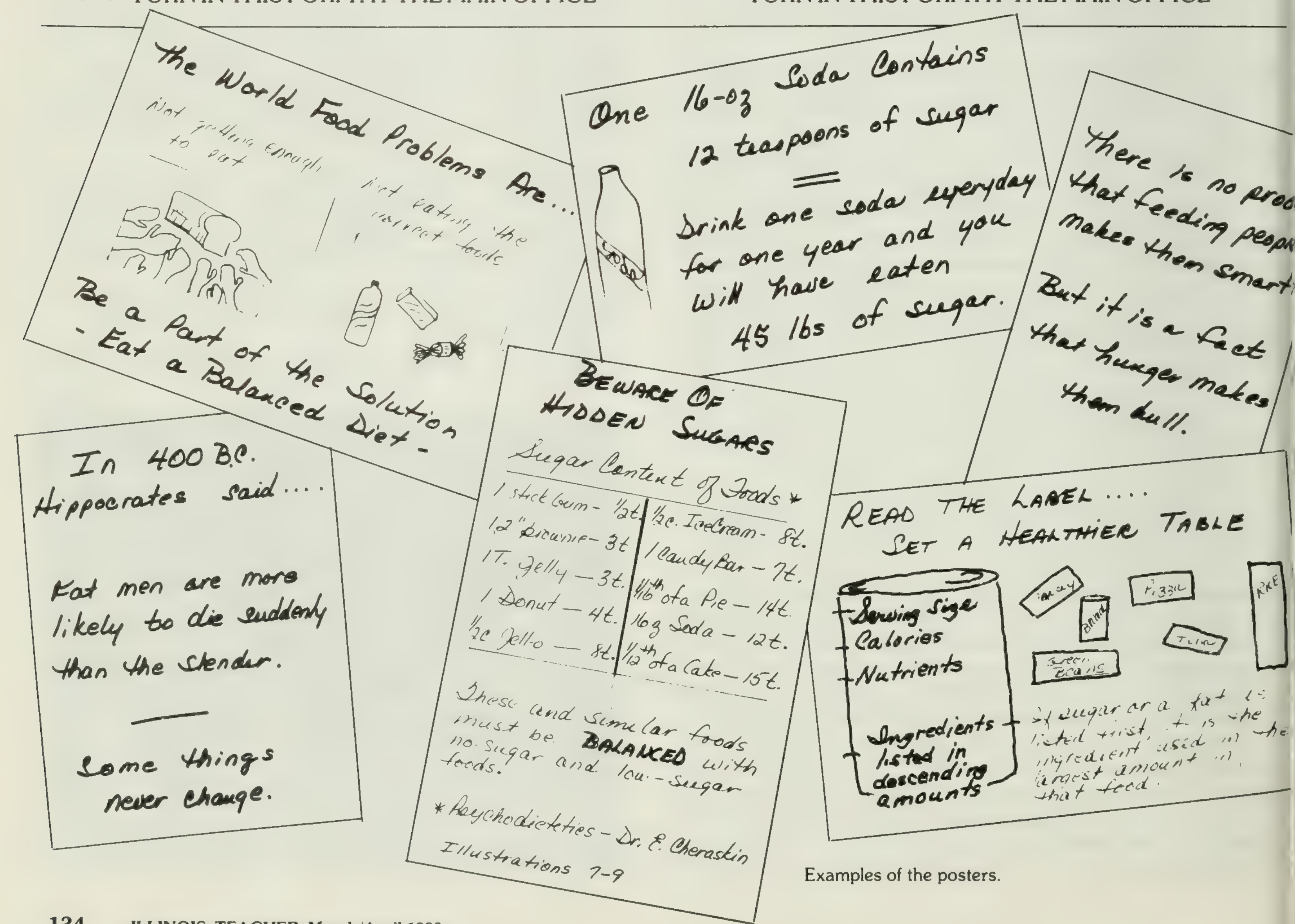
3. Besides using the Basic Four as a guide for selecting your food, the package ______ can help you "set a better table."

4. How many calories are there in a Whopper? ______________________
5. How many teaspoons are there in a 16-ounce soda? ______________________

6. How many hours would you have to bicycle to lose one pound of body weight? ______________________

7. The key to health eating is not in giving up sweets and fats completely, but in making sure that you "Eat a ________ Diet Every Day."

• • TURN IN THIS FORM AT THE MAIN OFFICE • • • • • TURN IN THIS FORM AT THE MAIN OFFICE • •



Examples of the posters.

MONDAY
"Eat a Balanced Diet Everyday." That is the theme of the National Nutrition Week and Gilmore's foods classes will be helping *you* participate in this important campaign throughout the week. So join in—become aware—watch what you eat—and make sure you "Eat a Balanced Diet Everyday."

TUESDAY
Hear ye . . . hear ye . . . It's a scavenger hunt . . . it's a challenge . . . it's fun . . . and it's easy. Gilmore's Great Nutrition Search begins today at noon. Yes, students, these big food posters in the halls hold the answers to seven intriguing questions about the foods we eat. To enter, just pick up an official entry blank in the cafeteria, fill in the answers, and turn it in at the main office by one o'clock Friday. Five winners . . . yes, I said *five big winners* will be announced at the end of school Friday. The prizes? A bag stuffed with delicious, nutritious after school snacks. So join in the fun and play along with . . . Gilmore's Great Nutrition Search.

WEDNESDAY
Today during study center assemblies, you will see the movie "Food For Life." This film covers both the world-wide problem of not enough to eat as well as the American problem of not eating the right choices. We hope you enjoy the film and that it will encourage you to follow our motto and "Eat a Balanced Diet Everyday."

THURSDAY
No special announcements were made. The school principal gave instructions regarding the assembly.

FRIDAY
Hurry . . . hurry . . . only five hours left to enter Gilmore's Great Nutrition Search. Just pick up an entry blank in the cafeteria, fill in the answers, and turn it in at the main office by one o'clock. The five winners will be announced at the end of the school day. Those lucky people will each receive a bag of nutritious after school snacks.

Friday (at the end of school)
The foods classes want to thank all of you for supporting our nutrition program this week. We can all be winners if we make wise food choices and "Eat a Balanced Diet Everyday." The five winners in Gilmore's Great Nutrition Search are . . . . You can pick up your prizes at the main office immediately after school. Again, thank you.

Time—Our Most Precious Commodity

I believe it is generally accepted now that achievement, success, efficiency and a variety of other "good things" are affected by the amount of "time on task." So it follows that we need to define our task clearly and see that we spend time on it.

Can we assume that in a 50-minute class, students spend 50 minutes of time on task? Let's assume that the task is to learn to sew. Is that specific enough? Do the students think the task is to get a garment completed? Do they see any reasons to learn to sew? Does the task need to be specified in steps with a particular sub-task clearly the goal of each day?

What about the time? If the teacher has non-teaching duties to take care of, are the students "on task"? How long does it take each one to get materials and equipment out and get started? What is the motivation to "get going" immediately?

How much time is lost in a clothing lab by students waiting to see the teacher? What do they do while they wait? Read, work a puzzle, do a "learning package", play a game, teach a classmate? Can demonstrations to small or larger groups save some of the waiting and save the teacher's time too? How does the teacher know how many are waiting, and how does the student know when it is his/her turn? Do the timid ones wait longer? Some teachers have students write their names on the chalk board when they need help, and a glance at it can answer some of the above questions. Some have those who are waiting to watch demonstrations given for those who are ahead of them.

Do the students spend the last five minutes of each class period with hands folded waiting for the bell to ring? (Five minutes is 10% of that fifty minute period.) What happens while they wait?

Is time lost during the class while students are listening to the tape recorder they brought to class, or visiting with each other about the ball game, or going to the bathroom. How old does one have to be in order to get through a 50-minute class without a trip to the bathroom?

It is easy to imagine the interruptions, delays, and interferences cutting this 50 minute class down to 25 minutes. That's 50%. That's like spending a dollar and getting only 50¢ worth of goods!

What are the answers? *You* know what they are! Let us share your ideas on how to keep on task (for ourselves and our students), to avoid wasting time in class, to get the full benefit of that 50-minute class. We'll save some space in future issues of *Illinois Teacher* with our light bulb in the corner of the page and a title "It worked for me!"

Send us a paragraph, a page, or a photograph—whatever it takes to explain your idea of how to use our most precious commodity—time. We all have the same amount!

The Editor

Extension Helps Reduce Teen Pregnancy Rate*

Irene K. Lee
Extension Family and Child Development Specialist
University of Arkansas at Pine Bluff

Marjorie M. Stith
Professor, Department of Family and Child Development
Kansas State University

*For more detailed information regarding the content of programs reported, contact senior author

The statistics concerning teenage pregnancy and childbearing in the United States are staggering. More than a million girls became pregnant last year, 30,000 of whom were below age 15.[1] Teenagers in this country have rates of childbearing that are among the world's highest. Among the world's industrialized countries, only Romania, Bulgaria, East Germany, Czechoslovakia, Yugoslavia, and Hungary have higher fertility rates.[2]

These are not just "those wild girls from the other side of town." They come from all backgrounds and racial groups. In 1975, 58 percent of the girls who became pregnant came from families with incomes of more than $22,000 a year. Seventy-five percent were white, and 30 percent lived outside large cities.[3]

The Arkansas Cooperative Extension Service in the Southeast district has developed a comprehensive program aimed at reducing the incidence of teenage pregnancies. This preventive approach, designed for youth, has been implemented in 13 counties. In 1979, more than 11,000 Arkansas girls became pregnant, the majority of whom lived in the Southeast district. This implies an increased number of single-parent families, many of them headed by teenagers. These statistics led the local Extension home economics planning committees in thirteen of the fourteen counties of the Southeast district to recognize the immediate importance of work in the area of parenting.

In a 1979 survey, more than 350 local citizens in seven counties were asked to indicate ways to make county programs more relevant to the needs of local people. Family relations was identified as a top priority within these groups. This information heightened concern in the Southeast district for action with particular emphasis on teenagers.

Specifically, the committees endorsed education for parenting classes for in-school youth and programs to reach out-of-school adult males and females. Five broad-based educational activities were designed to carry out these goals:

- Education for Parenting (classes for in-school youth).
- Parenting Education (classes for out-of-school parents).
- Parenting "Break-and-Learn" Mini-Lessons (for working adults).
- Parenting Correspondence Course, and
- A Newsletter Series for Teenagers.

The 1890 Extension Family and Child Development Specialist in Arkansas planned the content; the county Extension home economists made the contacts and local arrangements for the implementation of these programs.

Programs

Three objectives have given direction to the program in the district. Educational activities have been developed to enable students to:

- analyze the consequences and responsibilities of early parenthood
- develop a positive self-image
- adopt parenting skills essential for child growth and development

This preventive approach has taught students to:

- understand their values
- set goals for themselves, and to
- make decisions through use of a rational decision-making process

More than 12,000 students have been reached since 1979 through parenting short courses, correspondence course and newsletter series. Contrary to findings in other programs, more males than females have participated in these activities. The following concepts are taught in the short courses for students in grades 7–12:

SHORT COURSE I

Lesson I: Am I Parenting Material?
- Consequences of Teenage Pregnancies and Early Marriages
- Factors Affecting the Increase in Teenage Pregnancies
- Understanding What's Really Important to Me
- Responsibilities of Parenthood
- Emotional Demands of Parenting

Lesson II: Me—Understanding Myself and Others
- Self Awareness
- Relating to Others
- The Mature Person

Lesson III: One Step at a Time
- Having Friends
- Dating
- Achieving Maturity

Lesson IV: Focusing on Children
- Helping Children Grow
- Showing Affection to Children

SHORT COURSE II

Lesson I: Steps to Maturity
- Behaving Acceptably
- Staying in Control
- Morals and Manners Matter
- Teenage Pregnancies—An Update

Lesson II: Communicating with Others
- Coping with Stress
- Getting Along with Others
- Understanding Popularity
- Developing a Good Self-Image

Lesson III: Building Family Strengths
- Family Members Are Important
- Creating an Environment for Growth for all Family Members
- What It Takes to Grow On

SHORT COURSE III

Lesson I: Decisions in Living
- Developing a System for Decision Making

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[1] *Teenage Pregnancy: The Problem That Hasn't Gone Away* (New York: Alan Guttmacher Institute, 1981).
[2] *Ibid.*
[3] George Durham, "Nine Month Nightmare," *Listen*, February, 1980.

- Working Out a Philosophy for Living
- Meeting Your Problems Head-On
- What About Sex, Drugs and VD?

Lesson II: Being a Blue Ribbon Person
- Your Personality Shows
- Developing Effective Communication Skills
- Making the Most of Your Dating Years
- Recognizing Danger Signs in a Relationship

Lesson III: You Can't Go Forward with the Brakes On
- The Sky's the Limit
- Living Successfully in Your Family
- Older People Count Too!
- Acquiring the Gifts of Compassion, Courage and Competence

Evaluation

The Classes have been well-received by the students, parents and school personnel. All of these groups and persons from the media have evaluated the content and methods of instruction. What follows are observations by selected community leaders and students concerning the benefits of the programs.

One superintendent wrote:

> On behalf of the students who were part of the Education for Parenting classes, I extend our thanks. We were tremendously impressed by both the content and presentations made. It is our feeling that we shall long reap fruitful results of your visit, and we recommend without equivocation this program to teenagers throughout the state of Arkansas. Our students' lives are richer from this experience, and our district is indebted to the Extension Service for having shared this program with us.

A principal commented:

> I sat in on one session . . . I was interested in the amount of response from the students. Considering the birth rate among our girls, we definitely need to try to make them more aware of the responsibilities of parenthood. I thought that, because the instructor communicated well with the youngsters, the likelihood of her reaching them and their remembering what was said was very high.

A counselor observed:

> The Parenting Education Short course was well received . . . Many students remarked to me about its value. The speakers presented the information with a good balance of facts and humor. The students were educated and entertained at the same time.

A Teacher said:

> I sat in on two sessions and I have a better insight on how to be a parent to my child . . .

One student said:

> . . . It has helped me to set my goals much higher and realize what I want out of life.

Another student (male) commented:

> I wouldn't have sex with a girl until I am married and if I would, it would not mean that I am a man or that she is a woman. It would mean that it was a mistake and I wouldn't do it again. I learned that you can show your love in different ways to a girl. I also learned to love everybody.

Using a questionnaire six months after the classes were completed, a random sample of 400 students gave these perceptions of themselves:
- 61 percent of the students are communicating more with their parents.
- more than 80 percent have improved self-images.
- more than half (58 percent) indicated they know wholesome ways of fulfilling emotional needs.
- 72 percent are making better decisions through using the decision-making process, and
- 68 percent indicated they are practicing self-control.

Students who enrolled in the correspondence course indicated that they did so because they wanted to develop a better self-image, achieve a sense of maturity and learn to give proper care to small children. As a result of the correspondence course, 60 percent of the students indicated that they now feel better about themselves. Eighty-two percent said they have an understanding of the responsibilities of parenthood. Seventy percent said they think now about what is really important to them and their families before making decisions.

The bi-monthly newsletter series, *Teens On The Go, included discussions of these five issues:*
- Making the Most of Yourself
- Getting Along with Others
- Your Values are Showing
- How to Meet Your Problems
- On the Road to Maturity

A majority of a random sample of 30 percent of the students who received the newsletters reported satisfaction. They found them to be exciting, interesting and enjoyable to read. Over half reported the series helped them to achieve greater maturity, understanding themselves better, and to think for themselves.

Teenage Pregnancy Stemmed

In 1982, eleven of the 13 counties where parenting efforts have been implemented showed a decline in the birth rate among teenagers. These counties include: Arkansas, Ashley, Bradley, Calhoun, Chicot, Dallas, Desha, Drew, Grant, Jefferson and Pulaski. The greatest decline was from 36.4 percent in 1977 to 22.4 percent in 1982. The program is continuing and will be monitored to determine whether further declines are achieved.

Strengthening the individual and the family through education for parenting is an effective way of dealing with teenage pregnancies. In addition, it can be seen as a preventive measure as well as a means of intervention after the fact. Education in family life can strengthen families by offering support and information for problem solving and decision making. Extension Home Economists have the expertise to team with Home Economics teachers to become more involved in this important area of educational need.

Teenage pregnancy is a health problem, a social problem and an economic problem. Like other problems with broad implications, teenage pregnancy will be dealt with effectively only when enough citizens become aware of the impact that it has on us all.[4]

[4]Irene K. Lee, *The Hassles of Becoming a Teenage Parent* (Pine Bluff, Arkansas: Cooperative Extension Service, University of Arkansas, 1982), 4 pp.

Characteristics of Older Adults as Learners

EDITOR'S NOTE: Older adults are a large group of today's unemployed and of the low income population. Should education for entrepreneuship be provided for this group, too?

Penny A. Ralston
Assistant Professor
Home Economics Education
Iowa State University

The Setting:
A Community in the Midwest, population 40,000.

The Activities:
★ Students from a foods class made posters to teach basic nutrition concepts to older adults at the local senior center.
★ Students in a human development class implemented an adult day care program where elderly in the community who needed short-term care and supervision were provided for during the school day.
★ As an impact project, the FHA chapter expanded the "usual" cookies and punch Christmas party at the local nursing home to an ongoing visitation program where club members talk with, read to, and most of all, provide intellectual stimulation to elderly residents.

How lucky the community—to have capable young people providing valuable service to older people! How fortunate the students—to learn about and appreciate older people in their community! How effective the teacher—to realize the learning opportunities available and the service that can be provided by taking the home economics program to the community!

Does this community actually exist? Well, not technically, but there are probably numerous secondary home economics programs doing these kinds of things and more! However, there is room for additional work. Teachers in secondary home economics programs can increase their involvement in activities related to older adults. The need for this increased involvement is based on the changing demographics in this country, the recent cutbacks in funds for social programs, the increased emphasis on volunteer efforts for groups such as the elderly, and the general idea that more intergenerational contact between young and old could be beneficial to both. As a reflection of this evolving societal need, the 1976 amendments to the vocational legislation have mandated that teachers in consumer and homemaking programs increase their outreach efforts to populations such as the elderly (PL 94-482, 1976).

The ways in which teachers choose to involve students in activities related to older adults will vary according to the needs of the students and the needs of older people in the community. However, some activities may involve planning and implementing educational programs for groups of elderly persons. As suggested above, students might assist the teacher in presenting a lesson on nutrition education to congregate meals participants or, in studying human development, plan, in addition to a day care program for preschoolers, an adult "day care" program for elders, a visitation in the home economics department for selected elders to learn from them, and provide interaction with young people for them.

When considering education for any group, characteristics of learners need to be known so that relevant activities can be planned and appropriate teaching strategies utilized. The same is true for older adult learners. This article addresses three characteristics of older adult learners: participation in education, educational needs, and learning ability. Activities are included to help you prepare students for planning educational programs for older adults.

Participation in Education

When planning educational programs for older adults, it is important to understand their participation rates. Participation in education can be looked at in terms of formal and nonformal education. For the most part, older adults participate in formal education (courses or programs offered through educational systems such as community colleges or universities) at a lower rate than younger or middle-aged adults (Academy for Educational Development, 1974). However, in recent years innovations such as Elderhostel and the return of many older adults to full-time college work have increased the rate of educational participation for the elderly (Yeo, 1982).

In terms of nonformal education, most studies of older adult learning have concentrated on self-directed learning which is planned and implemented by the individual, and may include activities such as reading books, talking to experts, or participating in a program to reach an educational goal (Tough, 1971). Studies on self-directed learning have shown that older adults have averaged 1.4 learning projects (at least 14 hours spent on an educational activity over a 12-month period), although there are some differences depending on the background characteristics of the older adults (e.g., socioeconomic level, sex, race, marital status, etc.) (Hiemstra, 1975, 1976; Ralston, 1978). In comparing the number of learning projects of older adults to that of other age groups, it is apparent that, as with the case of formal education, older adults participate at a lower rate than young and middle-aged adults. However, evidence related to both formal and nonformal participation suggests that many older adults are interested *and* involved in learning. Thus, the stereotype that learning ceases after age 65 is not supported.

Student activity: In preparing students for working with older adults, this and other stereotypes about older adults may be discussed so that students do not operate under misconceptions when interacting with this age group. One way to help prepare students for planning educational programs for older adults is to have students conduct an informal survey to determine the rate of educational participation for older adults they know. Students can interview older relatives (grandparents, aunts, uncles, etc.) to find out what kinds of educational activities they have been involved in over the past three months. Also students can find out the amount of time they have given to these activities (e.g., number of hours per activity or number of hours per week/month). Students can then, with help from the teacher, analyze information and draw conclusions.

Educational Needs

Determining educational needs is an important initial step in educational program planning. The educational needs of older adults are as diverse as any other age group. However, there are various conceptual models that have been developed which show similarities in the kinds of things older adults need and want to learn. One popular model is proposed by Hiemstra (1975) which suggests that educational needs of older adults can be categorized in two areas: expressive and instrumental. This model is based on Talcott Parsons' contention that activities can be classified according to the gratification people receive when participating in them (Londoner, 1971). Some activities provide immediate gratification while others provide deferred gratification. Chart 1 below outlines the definitions and examples of expressive and instrumental education.

Chart 1. Hiemstra's Model of Expressive and Instrumental Education for Older Adults[1]

	Expressive Education	Instrumental Education
Definition:	Educational experiences that • increase enjoyment of life, • serve to expand horizons, • provide fairly immediate gratification, • facilitate opportunities for self-expression.	Educational experiences designed for effective mastering of old age challenges.
Examples:	Arts Crafts Music Photography	Learning about • social services • housing alternatives • money management

[1]R. P. Hiemstra, "Older Adult Learning: Instrumental and Expressive Categories," *Educational Gerontology,* 1:161–168, 1976.

While there are some drawbacks to dichotomizing educational needs, Hiemstra's conceptual model does point out the need to consider a variety of content areas when planning programs for older adults. Although expressive education such as arts and crafts is important and desirable in many cases, it need not be the only content area offered to older adults. Moreover, the physiological and sociopsychological changes that accompany aging suggest that instrumental education activities are needed to help older adults "cope" with the various challenges of growing old. Involving older adult learners in the planning of educational programs may not only insure a balance of expressive/instrumental education activities, but also may increase the probability that the educational needs of older adults are being met.

Student activity: To help students see the diversity in educational needs of older adults, they can conduct an assessment of home economics-related needs for a local senior center or congregate meal site. Students can construct and administer a checklist by conducting interviews with older adults at the agency or program. This will give them an opportunity to interact on a one-to-one basis with some older people before actually implementing an educational program. Students will need to practice conducting interviews with classmates before actually interviewing the older adults.

Although the content of the items for the instrument should reflect the local needs of the elderly in your community, some sample items might include:

- learn how to fix low-cost, nutritious meals
- learn to improve communication with family members
- learn about various housing alternatives
- learn how to improve shopping skills
- learn how to manage money better
- learn how to recognize fraud schemes
- learn how to eat to meet your body's nutritional needs
- learn to use homemaking skills to earn extra income

Learning Ability

One of the common stereotypes of aging is that there is a decline in intellectual functioning with age. Sayings such as "You can't teach an old dog new tricks" actually were supported by some early research findings on older adult learning. However, more recent ones show that there is a great deal of stability in learning ability over the life span (Botwinick, 1976). The more recent studies have used longitudinal designs which have looked at the same group of people over a period of years. This is in contrast to earlier studies which used cross-sectional designs that compared different age groups of adults at one point in time.

While there is a great deal of stability in learning ability over the lifespan, there also is some variability that is age-related. For example, studies show that older adults do as well or better than younger adults in the verbal area (e.g., comprehension, vocabulary) of a learning ability measure (such as the Wechsler Adult Intelligence Scale) but do less well in the performance area (e.g., picture completion, picture arrangement) (Botwinick, 1976). This is often attributed to the speeded tests used in performance testing. Older adults do poorly on rapidly paced learning tasks because they need longer response time (Okun, 1977). Thus, it is important to give older adult learners ample time to complete a given learning task.

Another aspect of age-related variability in learning ability concerns the wide range of individual differences in learning abilities that become more apparent in older adulthood. Studies show that the most intellectually able people increase their learning ability more rapidly during childhood and adolescence, reach a higher plateau later in young adulthood and then either maintain or continue to increase ability gradually during adulthood. In contrast, the least intellectually able people increase learning ability more slowly, reach a lower plateau earlier and decline more rapidly (Knox, 1977). Thus, there is a great deal of variability in learning abilities in any one group of adults, and this variability increases as the age of the group increases. For example, if a representative sample of persons 20 years of age was compared to a representative sample of persons 50 years of age, the older group would have a wider range in learning abilities than the younger group (Knox, 1977). In planning programs, it is important to recognize the variability in learning abilities that may exist in any group of older adults.

A third aspect of age-related variation in learning ability concerns the differential between capacity and performance. Estimates of learning ability are estimates of ceiling capacity. In practice, people perform substantially below their capacity. Thus, even if there is a decline in later adulthood, it would have little effect on learning performance. In other words, if a person functions throughout adulthood at no more than two-thirds of young adult capacity, a decline in ceiling capacity of less than one-third by old age would have no practical effect on performance (Knox, 1977). This implies that in working with older learners, it is important for both the educational planner and participants to recognize that age has little effect on learning performance. Challenging programs are needed

for older adults. Care needs to be taken to eliminate content and learning activities that are condescending or patronizing to older adults.

In addition to age, there are other factors associated with learning ability which may have an effect on older adult learning. Studies have consistently shown that the more a person has been involved in education, the better the person will perform on tests of learning ability (Knox, 1977). In fact, looked at separately, extent of education is far more associated with learning ability than age. Health also may have an effect on learning ability. Ill health has been shown to substantially reduce learning ability, particularly among older adults (Botwinick, 1976). Finally, an individual's outlook can greatly affect the approach taken in a learning task. For example, feelings of alienation, hopelessness and defensiveness can discourage an individual from trying something new (Knox, 1977). These factors—extent of education, health and personality—"interact" with age to increase the heterogeneity that affects planning educational programs for older adults. Care should be taken to determine the specific characteristics of the older adults with whom you will be working. Through this process, students will learn that diversity exists within the older population and that the stereotype of "all older people are alike" needs to be dispelled.

Student activity: Students can get a better picture of the diversity in older adult learning by observing group instruction with older adults. Students can be divided into groups to visit different places where older adults are involved in learning in group situations. Students can visit nursing homes, senior clubs, senior centers, congregate meal sites, adult day care centers, and church groups. The local Extension Home Economist might be helpful in determining when home economics-related programs will take place. Students can observe instructional methods and ways in which older adults interact during the teaching/learning process. Students can share observations, discussing diversity of characteristics of older adults (age, sex, health, educational level, etc.) and how these characteristics might impact on their learning.

Conclusion

When working with older adults, students need to know that older adults are interested and involved in learning, that the educational needs of this group are diverse, and that certain approaches may be more successful than others in the teaching/learning process. In addition, depth of content presented and type of learning activities included need to reflect that older adults are an heterogeneous group and want to be challenged rather than patronized in the educational setting.

Students can benefit from working with older adults in educational settings. Home economics concepts such as nutrition, housing or clothing can be learned in relation to a specific age group. Moreover, contact with older people can help secondary students explore their attitudes toward aging and assess their human relations skills with older adults. Finally, contact between young and old can help build relationships that may continue beyond this initial experience.

The Setting: Your community

The Activities: What can be planned to meet the needs of youth and elderly in *your* community?

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Do you sometimes feel

professionally isolated?

Why not start a round robin letter with a dozen colleagues and have an agreement that it will be sent along within a week of receipt and that it will include an idea that worked in class, a new FHA/HERO activity, a new resource, a time saver, and a new way to do more with less money?

Or make a vow to invest a couple of dollars or so once a week to telephone a colleague who inspires you or always has a fresh idea. Maybe you could talk about getting together to go to the next AHEA meeting or some other convention that will brighten your spirits and help you feel the strength of your profession.

Eliminating Stress From Your Clothing Laboratories

Bonnie Johnson & Betty Lee Trout
Teacher Educators, Home Economics
Washington State University

How well organized is your clothing laboratory? The rewards of meeting the challenge of laboratory management are reduction of stress in teaching and satisfaction of students who are excited about what they are learning.

There are decisions to be made prior to the clothing laboratory experience, during the laboratory and in evaluation of the clothing unit.

Decisions Prior to Beginning a Construction Unit

Selecting a Project. The first decision is the selection of projects, on the basis of the educational objectives and then concepts to be taught, e.g., stabilization by stay stitching and use of interfacings. It is the responsibility of the teacher to decide what clothing construction and management concepts are to be taught. If this decision is based on the needs and abilities of her/his own students, interest and motivation are likely to be increased and achievement greater. Once these concepts have been identified, several projects which incorporate these concepts can be presented to the class so that the students, through the group decision-making process, can determine which project(s) will be constructed. This will help students to be aware of what concepts they will learn during the construction process and provide them with some experience in decision-making and group process. This approach to project selection will assist in teaching construction and management concepts rather than teaching just sewing skills.

Kinds of Objectives. If care is taken, several kinds and levels of objectives can be achieved; for example, appreciation (affective domain) of the amount of work a sewing project takes, enjoyment (affective domain) of sewing, evaluation (cognitive domain) of construction techniques or analysis (cognitive domain) of care of fabrics and ability to construct (psychomotor domain) different types of seams.

Meeting Individual Needs. A question frequently asked by clothing construction teachers is, "What can I do when I have both beginning and advanced students in the same class?" Some possible solutions are:

1. The difficulty of projects may be varied by choice of fabrics.
2. Different patterns that teach the same concepts may vary in levels of difficulty.
3. Trims that make the project more difficult may be added. Students can also be challenged to make their projects unique by being creative in their choice of fabric and the addition of trims and stitchery.

Students should be helped to make choices and decisions in the selection of their projects that are compatible with their ability level so that they do not become discouraged and frustrated.

Projects which can be completed in one day to one week can provide students with the satisfaction of completing a project before frustration begins. Some concepts can be taught with non clothing projects such as tissue cases, animal pillows, place mats, pillow cases, tote bags, bike cases, or tool kits. Projects should be sequenced from easy to more difficult for greater satisfaction of both teacher and students. The key is to select projects that will teach the concepts.

Notifying Students and Parents. Students and parents should be notified about the supplies which will be necessary at least three weeks before the clothing construction unit begins. Parents can be notified by a letter that identifies the concepts to be taught, the supplies that will be needed, and when the supplies should be at school. By giving the families several weeks' notice, the expense can more readily be worked into the family budget.

Checking Department Equipment. The condition of supplies and equipment can affect the student's attitude toward the sewing experience, so the machines should be cleaned and checked to insure that they are in working order before students begin to sew. All small equipment, such as shears, should be sharpened and ready to use.

In the Laboratory

Arranging the Room. By organizing space into clothing units so each student has access to a machine, table work space, and a pressing area, time and motion can be saved, good work habits can be established, and classroom problems can be minimized. Such a classroom might look like this:

The countertops beside the door or cupboards can be designated for student books and belongings so the sewing area is free for projects. Identifying space for hanging garments being constructed can assist in the teaching of management and handling of fabric. Use of some sleeve boards on counter tops instead of all ironing boards will save space. Time can be saved and projects improved if there is one ironing station and one sewing machine for each two students.

Large classes may be more manageable if they are divided into two smaller groups, with one group watching demonstrations and sewing, while the other group is doing programmed learning packages. By alternating the groups every day or two, each student will have maximum use of a machine and work space on sewing days. The cost of equipment for sewing laboratories can thus be reduced.

In order to strengthen students' clothing construction background, the programmed learning packages could focus on grainline and layout, seams, pressing and ironing, fitting, casings, and hemming or other construction techniques. Or the other focus of programmed learning packages might be: use and care of the sewing machine, textiles, care of clothing, stain removal, clothing selection, and color for individuals.

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1	A.	**Demonstration**—layout, cutting, marking **Lab** →	→	**Programmed Learning**—Use and Care of the Sewing Machine		**Demonstration**—stitching seam and pressing **Lab**—stitch inside leg seam
	B.	**Programmed Learning**—Use and Care of the Sewing Machine		**Demonstration**—layout, cutting, and marking **Lab** →	→	**Programmed Learning**—Today's Textiles
WEEK 2	A.	**Programmed Learning**—Today's Textiles	**Demonstration**—stitch crotch seam **Lab**—stitch and press crotch seam	**Programmed Learning**—Care of Clothing	**Demonstration**—fitting side seam **Lab**—fit, stitch, and press side seam	**Programmed Learning**—Stain Removal
	B.	**Demonstration**—stitch seam and press **Lab**—stitch inside leg seam	**Programmed Learning** Care of Clothing	**Demonstration**—stitch crotch seam **Lab**—stitch and press crotch seam	**Programmed Learning**—Stain Removal	**Demonstration**—fitting side seam **Lab**—fit, stitch, and press side seam
WEEK 3	A.	**Demonstration**—casings **Lab**—casings	**Programmed Learning**—Clothing Selection	**Demonstration**—hemming **Lab**—hemming or casing	**Programmed Learning**—Colors for You	**Evaluation of**— • garment • principles learned • skills learned • fit of garment • sewing satisfaction
	B.	**Programmed Learning**—Clothing Selection	**Demonstration**—casirgs **Lab**—casings	**Programmed Learning**—Colors for You	**Demonstration**—hemming **Lab**—hemming	

(See example of learning package on p. 143.) The chart above might be a schedule for a three week unit for a class working on constructing slacks with casing waist, sweatpants, or shorts. A and B represent groups in the class.

It will be necessary for the teacher to have all materials available for each programmed learning package and carefully worded directions so students can work independently. One member of the programmed learning group could be in charge of the group and be specified as the only one to go to the teacher with students' questions. This leadership role could also be assigned to a teacher's assistant or a parent. Additional programmed learning packages can be provided for students who do not have fabric available or who have completed a project.

With such a schedule, demonstrations are identified and the teacher can demonstrate to smaller groups and follow through with assistance to each student as needed. Experienced students can be encouraged to assist the less experienced students. These students may also give some of the demonstrations.

Housekeeping Tasks. If the class assists in identifying the housekeeping duties needed to keep the room and equipment in order, the students are more likely to cooperate in keeping the room neat. After duties have been identified, a plan can be made and posted for students to participate in the tasks, either on a daily, weekly, or a monthly basis. Students must be monitored so that they follow through in carrying out their responsibilities. Using a signal of flipping the lights or tapping a bell to designate time to begin to clean up and housekeeping tasks results in less noise and confusion.

Evaluation and Follow Up

If evaluation of the student in the clothing laboratory is based on objectives that were planned before the unit began, then students will be informed of the basis of the evaluation at the beginning of the unit.

The level of objectives should be considered during evaluation. If the objective was to analyze or evaluate, students should be evaluated on their ability to analyze or evaluate. For example, if the student is to analyze the stains on garments and decide proper care, then the evaluation should include analyzing and removing stains, not just identifying or listing things. Another objective might have been to have the student be able to evaluate construction techniques. By having them evaluate their own project, a teacher could determine whether or not they have reached this objective. If one of the objectives was to have the student increase satisfaction, then evaluating on the perfection of the completed project may not be appropriate. The students may learn the concept but because sewing is a motor skill, they may need more practice before perfection of performance is reached. One way to obtain this practice is through completion of home projects or extended learnings.

Continuous evaluation completed cooperatively by the student and teacher will give the student an opportunity to redo something if necessary. Evaluation of a completed garment only may preclude this possibility and cause frustration in the student. Continuous evaluation will help develop student's ability to analyze and evaluate what they have completed and determine whether they are satisfied or want to do it over.

Much of the stress on the teacher and the student during clothing construction laboratories can be relieved by:

1. Appropriate planning which includes selection of objectives and concepts, choice of projects, and well defined grades in daily lesson plans, and
2. Classroom management which includes the organization of time, space, equipment, and students.

LEARNING PACKAGE*

Careers in Clothing and Textiles—Textile Tester

Level—Junior High

Objective—This learning package is designed to help students examine one career in the area of textiles.

Directions for the teacher—Have available the textbook, *Concepts in Clothing* and *The Dictionary of Occupational Titles;* one piece of 100% cotton navy denim 10 in. by 10 in. for each student; warm water and soap; and an envelope containing care labels and other hang tags.

* * * * *

Objective—The student will be able to identify one career in textiles and one test that a textile tester performs on the job.

Instructions:

1. Read the blue paragraph on page 46 in *Concepts in Clothing* to find out what a textile tester does. Look in *The Dictionary of Occupational Titles* for a description of a Textile Tester. In groups of two, compare these descriptions.
2. Read the care labels and hangtags from the envelope.
3. Test a piece of 100% cotton navy denim. Outline a 10 inch square of fabric exactly on a piece of white paper.
4. Wash the fabric in soapy, hot water. Rinse well in warm water. Wring it out thoroughly. Dry in the dryer.
5. Lay your fabric on the paper square and compare size. Write down your results.
6. What changes did you notice as you washed the fabric and completed the test? Write down your results.
7. Make a care label for this fabric. Include all information you think the consumer should know about the fabric. Try to state information in a positive way so the fabric will sell. (Page 27 in *Concepts in Clothing* may help.)
8. Staple your care label to the denim.
9. Put the completed assignment in the basket provided.

*Prepared by the authors.

* * * * *

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Division of Household Work: A Decade Comparison—1967-1977

by Margaret Mietus Sanik

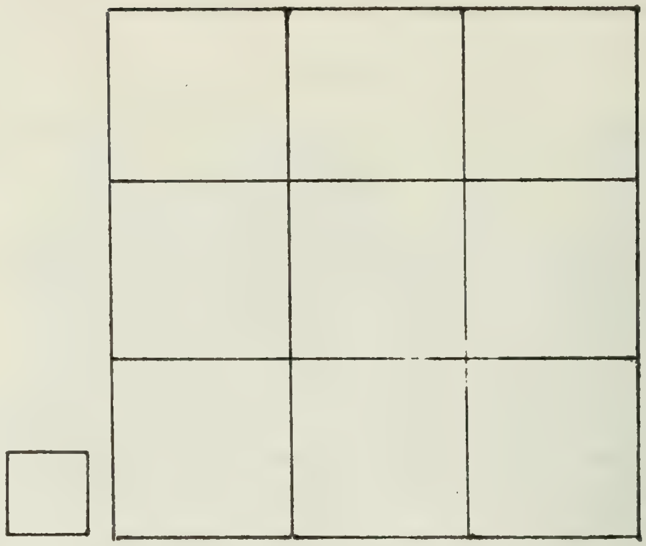
"Although the seventies brought changes in the composition of the labor force, these changes were not, on the average, accompanied by changes in the division of labor within two-parent, two-child households. Time data, collected from this family type in 1967 and 1977, indicate that wives, even when employed outside the home still spend more time in household production than other family members. Wives spent less time in dish-washing and care of clothing activities while children spent more time shopping in 1977 than in 1967. The impact to all household production by the total family remained approximately 10 hours per day."

Read the whole research report, of which this is the author's abstract, in the Home Economics Research Journal for December 1981.

Then ask yourself: Will *1987* be any different? We're half way there now. Will *your* teaching make a difference in the division of household work in the lives of families you touch?

"Tic-Tac-Sew"*

Angela Flavin**
Student Teacher
University of Illinois



This game was developed in cooperation with my students as a review for a freshman sewing unit. My main objective was to develop in the students a positive attitude towards sewing. The game is played like the television game show, "Tic-Tac-Dough." The procedures are as follows:

1. Develop nine categories with unusual names. The categories I used were:
   a. On Your Mark—emphasized pattern markings, etc.
   b. Cut It Out—emphasized layout and cut out of patterns.
   c. Measure Up—measuring yourself and taking pattern measurements.
   d. Equipped to Sew—contained questions concerning sewing equipment and its use.
   e. Trouble—addressed sewing problems such as puckered seams, thread tension.
   f. Fabric Selection
   g. Pressing Issues—contained questions about pressing.
   h. Make It Sew—addressed questions concerning parts of the machine.
   i. Finish That Seam—seam finishes and hems.
2. Develop questions pertaining to the content you teach.
3. Draw a large tic-tac-toe game on the board. I used a piece of construction paper for the category and taped an envelope to it to hold the questions. I drew a separate, smaller tic-tac-toe square to keep score.
4. The class is divided into two teams, one team has X's and one has O's. Decide who is to go first.
5. The team that goes first chooses a category. Either the person (or the group if you prefer) has a chance at the answer. They must answer within 10 seconds. If they miss, the other team has a chance. If they answer correctly they put their X or O in the square.
   Note—on the TV show, if one person is close to winning, the categories are "electronically switched." We switched categories by drawing slips of paper from a bowl. Whatever was written on the slip was the category. The first team to get tic-tac-toe wins.

SAMPLE QUESTIONS:

Fabric Selection

1. What term means that the fabric or garment will not shrink more than one percent when laundered? (Sanforized)
2. What term means that the lengthwise and crosswise threads are not perpindicular to each other? (Off grain)
3. What fabric is very strong even when wet, very popular for summer wear and many of the clothes we wear every day, very absorbent of moisture, yet does not hold body heat? (Cotton)
4. What term means that a dye will not fade or run when the fabric is washed?
   (Colorfast)

Pressing Issues

1. Name the three main "ingredients" needed for pressing. (Heat, moisture, and pressure)
2. What is the difference between pressing and ironing? (Pressing is an up and down motion to keep things from stretching out of shape, and ironing is a back and forth motion with the grain of the fabric.)
3. What determines the temperature to use when ironing? (The fiber content of the fabric.)

Cut It Out

1. Name two ways you can find the straight grain of a woven fabric. (1. Tear from selvage to the other. 2. Pull a thread from one selvage to the other.)
2. When checking to see if a pattern is on the straight of the grain you measure from two different places. Name these places. (The selvage edge of the fabric and the grain arrows on the pattern.)
3. When laying out a fabric with a pile or nap, what should be remembered about the way pattern pieces are to be placed? (They should all be placed in the same direction.)

Trouble!

1. If your stitches have small loops between them, and the loops are found on the bottom of the fabric, what problem is most likely present? (The upper tension is too loose or machine may be threaded wrong [maybe not thru tension].)
2. You are stitching your garment and your thread keeps breaking. What are two possible causes? (thread caught on spool or spindle, needle too fine, needle bent or blunt, needle in backwards, or needle not in all the way)

On Your Mark

1. Markings show the location of important details to a garment. Name five of the details you need to mark when you mark pattern pieces. (Buttonholes, fold lines, center front and back, tops of sleeves, darts, pockets, dots in general, zipper placement. Other answers are possible.)

Machine Parts

1. Name two parts of the sewing machine which have the job of regulating stitches in different ways and tell how they regulate the stitches. (Tension disc controls the tightness or looseness of the stitch and stitch regulator sets the length of the stitches.)

Seams and Seam Finishes

1. In general, which sides of the fabric belong together to sew a seam? (The right sides.)

*Game can be used for any subject. Could be called Tic-Tac-Know.

**Now Angela Flavin Reinhart, Nursery School teacher, Urbana, Illinois.

Conflict Management

Tommie Lawhon
Associate Professor

Arminta Jacobson
Lecturer

School of Home Economics
North Texas State University

Teachers are expected to provide guidance for students who are experiencing difficulties in coping, adapting and managing conflicts. Recognizing and working with our own pressures can assist us in developing a more realistic basis for helping others.

Conflict is normal and is always present in varying degrees. A conflict of needs, wants, and/or desires creates frustration. Frustration can result from social and physical environments, and neither is within one's complete control (3).

An Example of Conflict

Conflict resolution is related to success at work and in the home (9). Teaching provides ample opportunities for conflicts to develop. For example, Mrs. Jones, a high school home-making teacher, is having conflicting feelings over long established rules in a clothing construction laboratory. The rule states that all construction is to be accomplished in the laboratory. Jane is behind because of a series of absences which she reported as illness. There is insufficient time in class to complete her project. Ms. Jones is concerned about the rules as well as what others may think, say, or do. She wants Jane to complete the garment but is uncertain that the work will be her own if the project leaves the school. When Jane asks to take the work home, Ms. Jones reminds her of the rules, and Jane argues that the rules are unfair. Frustrated and unsure of what to do, Ms. Jones becomes upset with herself, the situation, and Jane. The teacher's conflict about class rules, and being challenged, led to defensiveness and hampered the possibility of an immediate problem-solving session with Jane.

The job of teaching is filled with conflicting demands (2). Ms. Jones is aware of this and recognizes that one needs to keep in touch with feelings, understand how conflicts affect work, and know how to deal with problems. Ms. Jones, the administrators, and fellow teachers, may support some desires or goals that cannot be met, or if met may be in conflict with the needs or desires of students. This creates stress and conflicts.

In the example given above, there could be conflict between Ms. Jones' desire to help Jane, her desire to be fair to the other students, and her fear of losing control. Stressful situations are easier to deal with when one feels in control (4; 10). The results of continuing conflict can produce stress which can lead to discouragement, fatigue, loss of interest in others and the job (3).

Symptoms of Conflict

Conflict may lead to changes that are constructive or destructive. Conflict experienced by either teacher or student needs to be recognized. A review of the literature reflects that unresolved conflict may be expressed through (1; 5; 6; 7):

- illness, depression, anxiety;
- anger, frustration, feelings and/or acts of hostility;
- withdrawal, isolation, loneliness, and feelings of being excluded;
- indecisiveness, feelings of powerlessness or no control;
- feelings of meaninglessness;
- critical, blaming, overbearing behavior;
- headaches, ulcers, high blood pressure;
- fatigue, irritability, suppression;
- clammy hands, indigestion, insomnia; and
- excessive eating, drinking, smoking or other drugs

Recognizing the symptoms of prolonged or undue conflict may aid in admitting that a problem does exist. This would be a positive step in seeking some solutions.

Reducing Conflict

Various approaches have been developed to deal with opposing pressures. These techniques are referred to as efforts to cope, adapt, and/or manage. Coping helps one put up with the problem. Adapting solves the problem by either modifying the source of tension or the reaction one has to it. Managing conflict means applying methods to eliminate, minimize, or modify demands of the situation and ways of responding to them (6).

How can Ms. Jones and Jane solve this problem? There are several problem solving techniques and one will be reviewed here. This method is to work on decisions and problems by utilizing the "we" rather than the "me" orientation. This is most effective when two or more people are involved or affected by the problem or the results. Some components of this approach by Hall and Hall are (4): identify mutual interests and compatible goals, assume conflict will be manageable, have a positive attitude, recognize and respond to needs and ideas, identify the best alternative, compromise, and keep communications open.

Effective problem-solving techniques have common elements. Learning to adapt one or a combination of techniques can in many cases curtail the development of undue pressure and enhance personal joys and relations at school, and in the home (7).

In addition, many conflicts can be avoided by carefully examining one's schedule. By the end of a typical day Ms. Jones feels "fragmented" or "pulled in all directions." An examination of the events would reveal that she had encouraged students to drop by "anytime" between classes or free periods to discuss home experiences, FHA projects, or personal concerns. A scenario had developed in which Ms. Jones became torn between her desire to assist students by being available to them and her own requirements for time to develop lesson plans, grade papers and garments, and hold private conferences. An example of this conflict was evidenced when FHA students came in to work on a project and interrupted a parent conference.

Certain conflicts can be avoided by carefully planning and balancing responsibilities while allowing some time in the schedule for privacy and relaxation. Additional methods for reducing conflicts have been adapted for use in schools (3):

1. Ask not to be interrupted during the most important conversation or meeting each day.
2. Carry a folder and walk around the school once each day as if going to the other end of the building. Do this outside on fair weather days.
3. Utilize a private retreat for two to five minutes each day. The restroom is as good a place as any.
4. Avoid irritating and overly competitive people prior to lunch or near the end of the work day.

5. At least three days a week have lunch without work-related conversation and/or away from the school if possible.
6. Visualize a scene that is especially comforting to you, and recall this experience about one or two minutes each day.
7. Interact at least once a day with someone in the school who makes you laugh.
8. Think about involvement in outside activities which provide personal satisfaction.

Career and Family Satisfaction

There seems to be reciprocal action between career success and marital saisfaction (9). Ms. Jones recognized that when abnormal conflicts or other severe problems surface in one area the results are often seen in the other. There tends to be a vicious cycle that hurts both, and neither is independent of outside pressures and influences (8).

One of the primary conflicts experienced by many is between the demands of the home and family and those at work. These include but are not limited to the time involved in participating in activities which are important to the student and/or the school and still reserve time for one's own family and mate. The results may involve compromise and changing standards at home and on the job.

Some suggestions for reducing family conflicts have been adapted from Giammatteo and Giammatteo (3). One of these involves developing a more relaxed attitude after work. This can be enhanced by decreasing the number of periods in which one is placed in the position of having to wait. For example, time can be saved by shopping during off hours, by going to matinees, and by eating before or after dinner crowds.

Allowing time for self and family is often a concern of teachers. This may involve planning a work-free weekend once or twice a month and having an in-depth one-on-one activity with each family member during this time. Getting involved with family members or friends in an activity which will teach new concepts, new skills, or new processes is a great outlet for both work and home pressures.

One conflict reducer, whether at home or work, involves making two lists daily. One list includes items that must be done that day and the second are items that can wait. The must do list contains the more important jobs to be faced. Decide what comes first and complete those items early. A feeling of accomplishment will be created that will be radiated in attitudes toward self and others. Ms. Jones could reduce inner conflicts by developing lists for use at school. If tensions are lowered at work it will be easier to cope with situations at home.

Conclusion

A balance between achieving both business and family life goals lessens conflict. Reducing pressure minimizes alienation, anxiety and disruption in self and with others. Teachers serve as models for students and family members. Learning to work with conflicts can increase personal, family, and work satisfactions.

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Have you read . . .

Second Heaven, a novel by Judith Guest, the author of Ordinary People? It is *must* reading for those who would increase their understanding of the abuse of teenaged children by "respectable," religious, sober fathers who believe they are doing their children a favor by beating them and torturing them to rid them of their "sins" of disobedience and the like, and of the complete submission of the wives of these men. It should be in your school library so the abused teenagers can read it, too. It was a Book of the Month selection and is published by The Viking Press, New York.

Another source in regard to child abuse is the August 9, 1982 issue of U.S. News and World Report. The cover and an article entitled "Our Neglected Kids" should be consciousness-raising for all of us.

Teaching Techniques: The Need for Variety

It is generally accepted that, since students are all different and have different learning styles and since some teaching techniques are more effective with some kinds of content than with other kinds, a variety of techniques is more likely to result in learning than any *one* or a few used over and over.

In my recent visits to 20 high schools in two states I have seen laboratory, testing and "going over test," recitation, silent reading with "study guides," and lecture used quite frequently. I have seen demonstrations, field trips, club activities, observation and action projects used occasionally. And I have seen *not at all* techniques such as role playing and other dramatizations, simulations, games, learning by inquiry, contrived incidents, experimentation, in-basket, meditation, or discussion. (Sometimes teachers had thought they were using discussion when it was actually recitation.)

Both teacher and students tend to become bored when there is too much sameness and monotony.

One of the exciting things about teaching is the *creation* of teaching techniques. Sometimes students create new techniques or new adaptations of old ones when they, singly or in small groups, become responsible for the rest of the class. The "expert" or panel of experts will have motivation to succeed in imparting their information, and many will show ingenuity in finding ways to share and to evalutate their efforts.

Teachers, too, create new techniques particularly suitable for their situation, and sometimes, of course, the "creations" are useful for other teachers as well. A teacher's hobby, e.g., photography or experimentation with a tape recorder, may suggest new ways to teach. Attendance at a convention may bring experiences which can be adapted for new techniques. (If coffee breaks seem an important part of the learning at conventions, for example, then breaks—milk, perhaps—may need to be provided for students!) Observing the assaults of salesmen or advertisers may trigger new ideas, even though the reaction may be negative and require considerable adjustment. Adapting television shows or contests or industrial training programs may provide new teaching activities. Participation in clubs, political parties, informal adult education, church groups, or civic associations may offer experiences suitable for the classroom. The principal ingredients needed are a wish to experiment and an ability to see relationships.

Examples are legion. One ingenious committee of students informed themselves thoroughly on their chosen subject, posed as specified "experts" in the field, and held a "press conference" for the rest of the class to share their knowledge. One teacher appointed individual members of the class as "salespersons" when they were studying nutrition and each tried to sell a particular food as the "best buy in food value." (The one who had the soft drink had a hard time!) In another class, teacher and students decided to produce a "Handbook for Expectant Mothers"which they distributed to their pregnant friends.

One type of teaching technique that can be particularly effective and creative is a dramatization type which I have called a situation simulation. (Some of my students call it a Sit-Sim!)

Its purpose is not, as in role play, to have students feel another person's role, nor as in a skit, to present a situation to illustrate a principle or stimulate discussion. It may be more useful than either of these.

It is illustrated by the type of teaching techniques used when a nutrition teacher simulates an election and students become candidates for the Board of Nutrients. Each represents a food and makes "campaign speeches" extolling his/her own nutrient values, and the class votes for the five most nutritious snacks.

Or, the class simulates a court, complete with judge, jury, prosecuting attorney, defense attorney, and expert witnesses, and the defendant is "tried" for malnutrition. Or a consumer education class simulates a group of prospective home buyers choosing one of six houses for sale after asking the realtor (teacher) appropriate questions to guide their choice. Other "resources" could also be a part of the simulation: tax assessor, zoning board, neighbors, former owners, or others knowledgeable about the questions raised.

Another example, with objectives related to values, might be a simulation of a cafeteria (of food models) in which each student chose the foods s/he wished and then, on a checklist provided, indicated the reasons for the choices, e.g., I like it, it's inexpensive, nutritious, habit, religion, etc. Sharing results could point out differing values. Then they could look up the nutritive values of what they chose and decide how "balanced" their favorite foods are in various nutrients.

The air of drama which such "pretenses of real life situations" adds to the classroom is stimulating, enjoyable, and motivating. It adds needed variety, often at no or low cost in money or time.

For further suggestions I refer you to the source from which a few of the above paragraphs were taken, a publication of the Home Economics Education Association, *Choosing Techniques for Teaching and Learning,** and to previous issues of *Illinois Teacher,* especially volume XIV, no. 1; volume XV, no. 1; volume XVI, no. 1; and volume XVII, no. 3. They are all packed with ideas that may cause you to have some new ones yourself as you try them out.

If you and your students find a new zest in your classes as you experiment with new techniques, let me know. I hope you'll share your new creations with us at *Illinois Teacher.*

The Editor

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*Hazel Taylor Spitze, *Choosing Techniques for Teaching and Learning.* Washington D.C. Home Economics Education Association. 2nd ed., 1979. 46 pp. $2.50. A "companion volume" is *Choosing Evaluation Techniques, by Hazel Taylor Spitze and Mildred Barnes Griggs. $3.50.*

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"It is hard to get enthusiastic about ambiguity."

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MICROCOMPUTERS---BAH, HUMBUG!

For the past year, the average reader has not found a magazine without an article concerned with microcomputers. Vocational home economists have had similar opportunities in their professional journals.

Articles range from descriptions of the impact home computers will have on the educational process, on career choices, on the process of managing a home, to the future work area. There are articles on hardware, software and evaluation of software. Some articles sound as if Toffler's "Third Wave" will arrive the day everyone has a computer at home. Other articles have more than a tinge of skepticism. Some are doubting that anything will bring about such radical change.

Let's examine a statement made by a guide at Kitty Hawk. "There were only sixty-one years between the first heavier-than-air manned flight and man's flight to the moon." Think of the short time between the discovery and the climax of that technological invention--sixty years! It took a short 10 years from the first radio broadcast in 1920 from KDKA in Pittsburgh until most Americans were tuning in Lowell Thomas followed by Amos and Andy every night. TV had a slower start but between 1948 and 1958 the nation progressed from a few TV stations to a network, and an enormous number of receivers in the nations homes.

The rush of articles is but an indication of the interest everyone has in producing hardware, writing software and using it. While science and math teachers, business teachers, elementary teachers, school management teams, agriculture educators, industry and technology teachers, administrators, and computer buffs of all kinds stretch forward, home economists have made progress slowly.

Whether home economists read their professional journals, whether they approve of software programs being written, the advance of the microcomputer into the lives of the ordinary person will not be slowed. Whether or not they hurry to take the courses offered at universities, at computer camps, by computer stores or join the increasing number of computer buffs buying and joining "user" groups, the sale of microcomputers will not halt.

By the year 1989 elementary students of today will be in our high schools, and by 1992, in our university classes. In ten years the students will be as familiar with microcomputers as with chalk and blackboard. Some parts of the country report widespread acceptance of computers for classroom instruction. A recent A.P. bulletin quoted a study of classroom use in Pennsylvania by Carnegie-Mellon which found that 93 percent of school districts were using computers--mostly for instruction in mathematics. In Dade county, Florida, students are using over 1000 home computers in classrooms according to the same article. Students have enthusiasum and interest. Administrators are moving quickly to supply the need.

A national teleconference in Dallas in 1982 connecting home economics leaders in four states had singularly few individuals with any knowledge of just what the new technology meant nor what it could do. In the same city, in the same year, two computer shows open to the

public had people waiting in line four abreast to pay five dollars each to enter. Two new buildings to display the products of microcomputer manufacturers are planned for that city, joining the Apparel Mart and the World Trade Center.

The Wisconsin Vocational Studies Center presented a conference on microcomputers in Vocational Education which drew a record crowd of 600 in August of 1982. For fifteen years the Association for the Development of Computer-based Instructional Systems has met to share knowledge of the computer-based programs developed in many areas, originally on main frame computers, of course. Home economists had four sessions during the Wisconsin conference. The American Home Economics Association had two sessions on microcomputers, one in 1981 and in 1982. Attendence was high. About four universities had workshops for home economists during the past summer. Some are establishing microcomputer laboratories within their home economics departments. Extension has been the leader in using main frame computer programs to help their clients and has developed written material for the extension worker. In secondary schools, microcomputers are appearing in math and sciénce departments while elementary schools already have obtained two or three or more computers. Milwaukee schools are buying computers for some home economics departments this year.

Where will those of us be who have not taken extra courses, read the articles, bought the equipment, nor written any software? Will home economists be the only reluctant users of the newest, most revolutionary home appliance-the microcomputer?

This article is just one reason everyone who teaches will learn how to use a microcomputer! By learning how to use a microprocesser program, one can make corrections and change the format without ever retyping. Using the Scripsit program, I made corrections by editing. I changed the print format by giving invisible instructions and the second printing was done. The third copy showed a final version. All of that was done without repeated typing. This is just one use of a word processing program. Any teacher would like to have such a system. The article then is saved on a disk so that it can be recalled at any time. Great for class notes or handouts! This is proof enough of why everyone will learn how to use a microprocessor.

Mildred Luckhardt
Head, Department of Home Economics
East Texas State University, Commerce

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"Project Discovery": A Hands-on Approach to Career Education

Cecil Reed
Associate Regional Administrator
U. S. Department of Labor

Career education materials face a critical test when put to use by students without a future—those who feel society has given up on them and who, in turn, have given up on the educational system.

But "Project Discovery" is coaxing those students back into the classroom. The project—developed by the Southwest Iowa Learning Resources Center (LRC) in Red Oak with Iowa Department of Public Instruction funding—is offering teenagers individualized, simulated work experiences using more than 30 career "packages."

> "I really love the course. I'm learning something new in it every day. In the other courses, you just read and take a test that tells you if you got it right. But in this class, you learn HOW to do it right. You learn about your own capabilities and skills and you do things at your own risk," says Steve, 17, who dropped out of another school because "I never got a chance to show the teachers what I really knew."

At Emerson Expo Alternative School, a Waterloo, Iowa, public school with a student body made up of junior and senior high school drop-outs, Steve and his classmates spend one hour each day sampling an assortment of career packages in the "Project Discovery" course. In each package are tools and equipment used for a specific occupation, as well as appealing cartoon-style instructions and activities written by practitioners in that field. An accompanying guidance component offers teachers ideas on how to help students focus the meaning of the work experiences.

Sometimes, investigating one career will lead the student on to another. "One of the girls was working on the 'Skin and Nail Care' package and decided she wanted to look into health services. Now, she's interested in medical records," says one of the guidance counselors who is an advisor to the "Project Discovery" program.

There are also students who become disenchanted with projects they had expected to like. "Sometimes they think of art as 'lots of fun'. But when they try the 'Advertising and Editorial Design' package and find out that being a successful artist also requires discipline, tolerance, and the ability to follow procedure, some of them start looking toward other careers," says an Emerson art instructor.

An LRC spokesman says: "We're not out to sell students on specific jobs. We just want to increase their familiarity with careers and help them discover a career theme. Even if students are turned off by some packages, the project has succeeded. At the very least, those students have an increased awareness of their own interests and now know what's involved in various types of work."

Although the project was designed primarily for use by middle and junior high school students, "it has been especially useful with our high school juniors," says Emerson's principal. "They sometimes have a hard time sorting out what they want to do and whether they should stay on in school for more education and training or take a chance as unskilled labor in the job market."

"We try to help them understand that they CAN make a good living, they CAN do what they want, and they CAN be happy doing it. But they forget the element of self-satisfaction. They don't realize that work can be enjoyable. So they often look for those jobs that require the shortest training, instead of choosing something they would like to do. They may not even look at the amount they would be earning. To many of the unemployed students, any amount looks good," says a guidance counselor.

"We're really dealing with a high-risk student. It's difficult to get them to think even two weeks down the road. And in some cases, just getting them to show up for school tomorrow means a real commitment on their part."

According to the LRC, other changes are in store for "Project Discovery." It is presently in use in 42 states and, just recently, was adopted by the Department of Defense for its schools throughout the world. Thirty-two career packages, at two reading levels, are available for use in rural, inner city, and suburban schools, community colleges, and institutions of rehabilitation. At this writing, instructions and activities for the remaining 30 packages are being readied for publication.

Of particular interest to home economics teachers, are the three *newest* exploration packages—

Food Technology and Nutrition Research
Consumer Services
Helping Special Groups

"Food Technology" contains activities concerning food analysis, human nutrition research, food product development, and world food supply. "Consumer Services" activities range from quality control through management practices in the food services areas, including food preparation. "Special Groups" touches on the special requirements for different populations, extending from the prenatal through the elderly, and encompassing special medical problems requiring particular attention.

"We wanted to offer students the greatest possible variety of student-tested, high quality, 'hands-on' career exploration experiences," says LRC's president, "even if it has taken us eight years to get it all together."

Anyone interested in more information on "Project Discovery" can contact the Southwest Iowa Learning Resources Center, 401 Reed Street, Red Oak, IA 58566.

Project Involvement—Dressing Aids for the Disabled

Editors Note: This idea is also applicable for pre-school children.

Maryalis Worthington Portugal
Homemaker Rehabilitation Specialist
White Haven, PA

Nora M. MacDonald
Associate Professor
Textiles and Clothing
Department of Family Resources
West Virginia University

The development of dressing aids can provide a focus on the needs of disabled individuals in your mainstreamed home economics classes and in the community. Dressing aids are educational materials used to teach basic dressing techniques such as buttoning, zippering, snapping, hooking, and buckling. Fabric covered wood frames, each with a different closure down the center, represent one type of dressing aid (Figures 1–2). Pillows represent a second category of dressing aid with each pillow featuring a different closure (Figures 3–4).

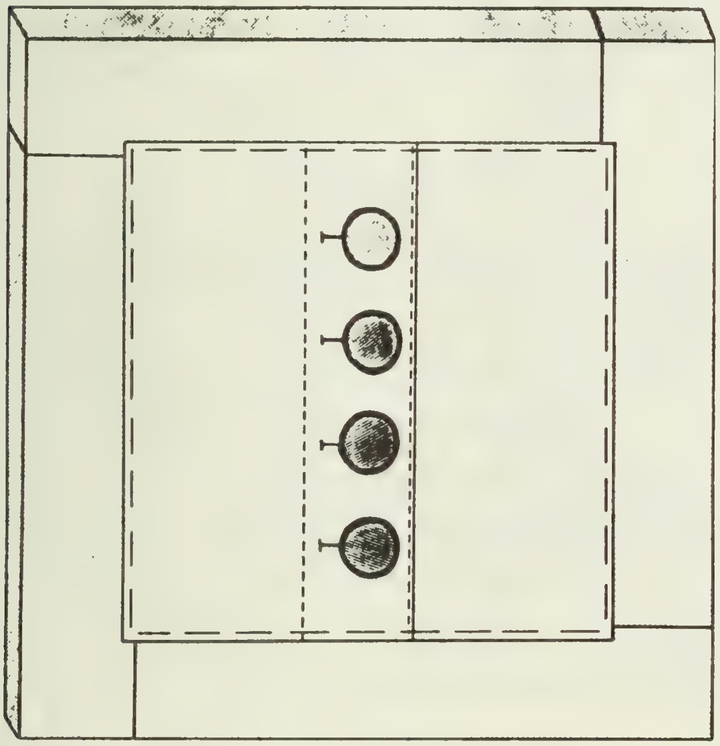

Figure 1. Dressing frame with button and buttonhole closure. Be sure to have the frame correspond to the size of the intended user. Begin practice using large buttons and progress to smaller buttons. Two different fabrics could help distinguish right and left side. Have the user hold the frame against his/her chest so that practice will transfer to actual garments. Another frame could be developed with buttons sewn on top of buttonholes and Velcro® used as the fastener.

This can be a low cost project as discarded clothing can be a starting point for materials. Look for colorful, durable fabric remnants, assorted buttons, belts, zippers, and hooks and eyes. The materials selected for the dressing frames and pillows should be washable, durable, and colorful, while the fasteners chosen should be large enough for easy manipulation. Care should be taken to see that the aids are constructed so they will withstand repeated usage by disabled individuals.

Each dressing aid can be planned, constructed and made into a pillow or stapled on to a sturdy wood frame. One aid

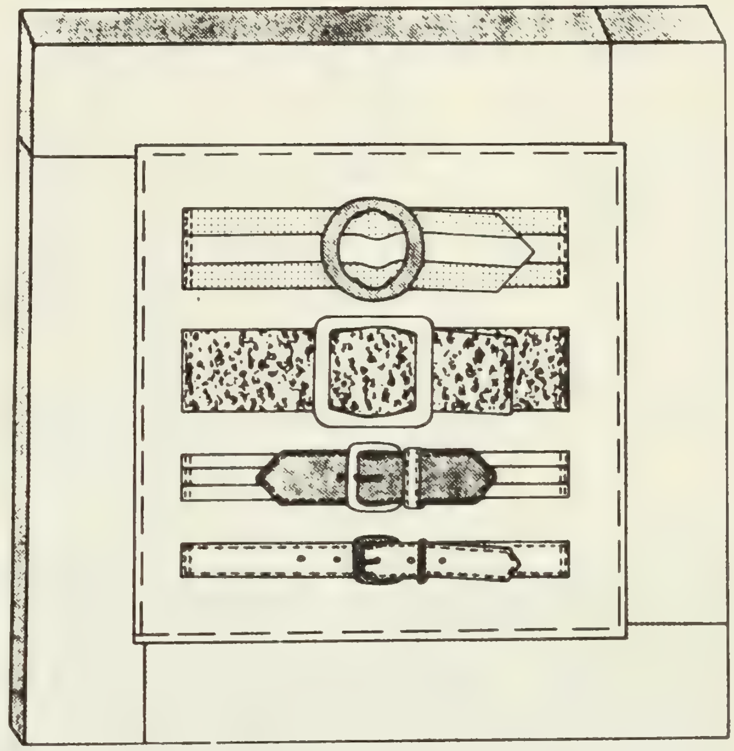

Figure 2. Dressing frame with buckles. Begin practice with larger belts and buckles and progress to smaller belts and buckles with eyelets and prongs.

Figure 3. Blue jeans pillow. Two pairs of jeans were sewn together along the side seams; they were then attached to the lower inside edge of a pillow form. By selecting one pair of jeans with a gripper snap closure and one pair with a button and buttonhole, the user could practice both fasteners in addition to zippers. A pillow dressing aid would allow the user to practice zippering, buttoning, and snapping on a softer form more closely resembling the human body and would encourage transfer of knowledge to actual garments.

which simulates pants closures is the creation of a blue jean pillow (Figure 3) made from two discarded pairs of jeans. For the construction of dressing frames you might consult the industrial arts teacher to see if his/her students can build the wood frames on which different fasteners are mounted. This

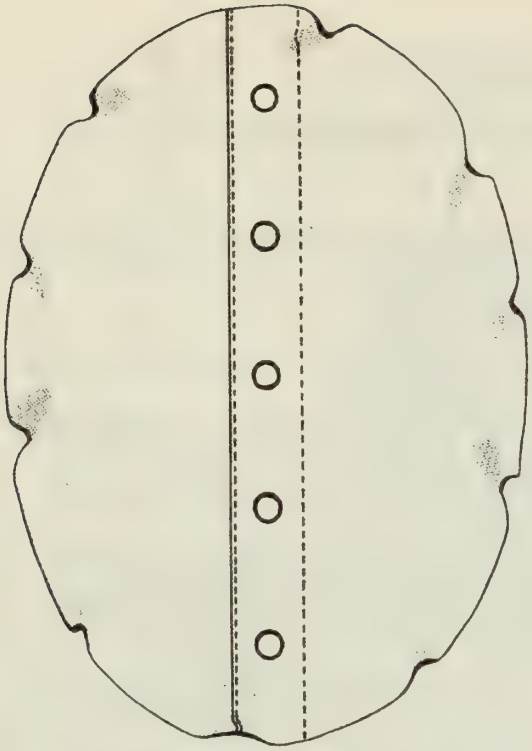

Figure 4. Pillow with gripper snaps. An additional pillow idea would be to construct a pillow in the shape of a shoe and incorporate eyelets and a shoe lace for practice in lacing and tying.

will encourage involvement of more students in your school.

Students in senior high home economics classes could incorporate this unit into their cooperative preschool program or child care unit. Another possible outlet for this idea is the development of dressing aids as a service project for Future Homemakers of America and HERO chapters. Aids could be made for a special school, institution, or day program for disabled or mentally retarded individuals; or, they could be developed for a disabled homemaker in the community who needs assistance with fasteners as a result of a stroke, an accident, or arthritis. The chapters could also work with the local vocational rehabilitation office or Homemaker Services by constructing a series of frames and/or pillows for their counselors or aides to use when working with clients. In addition, dressing aids could be developed for younger mainstreamed students who have not yet mastered closures.

When presenting dressing aids to a disabled student or adult, it is important to proceed from easier tasks to more difficult fastening techniques such as lacing and tying. It is also important to apply task analysis to the instruction of each fastening process. Figure 5 outlines task analysis for unbuttoning and buttoning.

Everyone involved in this type of project can benefit and have a positive reaction to their participation in this learning activity. While it is often difficult to involve everyone in a mainstreamed home economics classroom because of different student needs and abilities, all students can work toward the common goal of creating a series of dressing frames for disabled individuals. Each student can work on some aspect of the project. They may be learning a new skill or reviewing a previously learned skill applied to a new situation. In addition, disabled individuals in the classroom and community who learn how to manipulate fasteners by using the dressing aids will increase their independence. This promotes self-confidence and can lead to greater self-awareness, self-expression, and self-enhancement. Often this sparks a new or renewed interest in personal appearance and the goal of independence. Meanwhile, the teacher is coordinating a worthwhile learning activity which helps bridge the gap in mainstreaming.

Put your imagination to work and you will discover the potential variations of this project. In the process, your students will be learning and helping others.

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General Considerations:

1. Use large buttons initially (the size of a quarter or more) and progress to smaller ones as manipulative skills improve.
2. Use flat or concave buttons as they slip through buttonholes more readily.
3. Use buttons with plastic, metal, self, or thread shanks.

Unbuttoning

1. Assist the learner to grasp the edge of the garment with buttonholes with one hand.
2. Assist the learner to grasp the fabric near the buttons with the other hand.
3. The learner should be directed to pull gently to create a slight tension between the button and button hole.
4. Direct the learner to push the edge of the button toward the buttonhole using the thumb and forefinger.
5. Direct the learner to pull the button through the buttonhole using the other hand.
6. Repeat.

Buttoning

1. Assist the learner to grasp the edge of the garment with buttonholes with one hand.
2. Assist the learner to grasp the button with the thumb and forefinger of the other hand.
3. Direct the learner to align the button and buttonhole by bringing the buttonhole over the button.
4. Direct the learner to position the edge of the button upward and push the button into the buttonhole.
5. Direct the learner to release the button while grasping the button with the other hand.
6. Direct the learner to pivot the lower part of the button upward and through the buttonhole while the other hand holds the buttonhole edge of the garment.
7. Repeat.

Figure 5. Task Analysis for unbuttoning and buttoning.

The Early Field Experience in Teacher Education

Joan E. Roberts
Assistant Professor
Home Economics Education
Purdue University

Student teachers often experience a culture shock after a long absence from high school. Secondary teachers and administrators who work with student teachers have urged teacher educators to expose teacher candidates to teaching experiences soon after they enter the university. New teacher certification requirements have provided for early field experiences to acclimate teacher candidates to the occupation of teaching.

The early field experience course combines university classroom seminars with actual observation and participation in local junior and senior high schools. Sophomore teacher candidates are offered an early opportunity to develop teaching competencies through the field experiences which enhance their ability to visualize the classroom setting during ensuing methods courses. Students also have an opportunity to be redirected into other education-related careers. For many students, early field experiences provide a deeper understanding of the teaching-learning process.

Guides for recording observations of students' behaviors and their learning characteristics are provided. During seminars, teacher candidates share their observations and participation activities. Care is taken to avoid personal evaluation of the teachers and observations are considered confidential with the group.

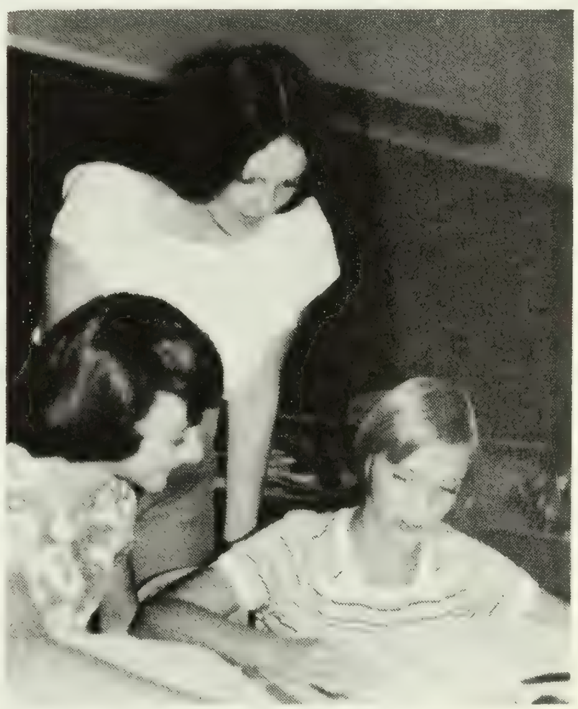
High school teachers who cooperate with universities in early field experience courses can provide a wide variety of participation activities such as:

Giving demonstrations	Arranging equipment and facilities
Preparing for a laboratory lesson	Creating learning centers
Assisting in class committee activities	Checking inventory supplies
Evaluating students' skill performance	Grading tests
Chaperoning field trips	Narrating a filmstrip or slides
Leading educational games	Making arrangements for a guest speaker
Creating bulletin boards	Dividing students into discussion groups
Constructing sociograms	

The success of early field experience courses is greatly influenced by the cooperating high school teacher. The impressionable teacher candidates are eager to learn more about the profession, and by sharing professional advice and personal insights, the cooperating teacher can enrich the university students' experiences.

One of the greatest contributions teachers can give to teacher candidates is to personalize teaching, to show that it is people-oriented. To become an effective teacher, teacher candidates must focus on the persons who comprise their career world. Cooperating teachers can help teacher candidates to work with principals, counselors, students, custodial staff, and fellow teachers, and to foster mutual respect. Introducing teacher candidates to these persons and encouraging their interaction with them is helpful. Tips on time management, filing procedures, and techniques for preventing or handling problems are valuable and long-remembered by the potential teachers.

High school teachers are vital in humanizing the classroom for teacher candidates. Sharing insights into adolescent behavior helps the teacher candidates develop a deeper understanding of classroom dynamics. A cooperating teacher's reflections on her own needs for continuing professional growth encourage the candidate to see teaching as a continual process of becoming. Demonstrating interaction with students and explaining the reasoning behind behavior provides a broader perspective of teaching skills and increases understanding of relevant theory. By reviewing observation guides before beginning class, a cooperating teacher can alert candidates to special methods or learner behaviors.



Learning to supervise the in-class work of students is a typical activity in the early field experience.

The professional development of the cooperating teacher is enhanced by participating in the early field experience. As a teacher carries out teaching tasks day after day, the impact and importance of the teacher role may fade. Explaining

teaching behaviors reinforces teaching skills and belief in oneself. Supervisory skills can be learned and practiced as a secondary teacher works with teacher candidates. As a result, supervision of student teachers can become more effective.

Through the early field experience, teacher candidates can clarify teacher roles, responsibilities, and evaluate methods. They can also develop an appreciation for the needs of learners. The course provides an early opprtunity for teacher candidates to affirm their career goal and develop their teaching skills and for the high school teacher to promote teaching careers.

Creating stimulating bulletin boards is challenging to early field experience students.

Consumer Survival: Money Management, Credit, Bankruptcy

Judy L. Allen
Associate Professor
Department of Home Economics
Southwest Texas State University

Economic problems exist at all income levels. In the mid-1970s the Family Service Association of America[1] cited the principal financial problem of families as over-indebtedness. Many consumers are like children; they cannot resist the pressure to buy and frequently use credit to pay for purchases. Gordon and Lee[2] have stated that some consumers are credit addicts. Aggressive salespeople and advertising slogans such as "No Money Down" and "Only $5 per week" cause these credit addicts to buy and buy without considering total price, credit cost, and debt load. They have so little self restraint that they succumb to credit purchases until seriously in debt.

Home Economics has traditionally focused on the family, with money management being one area of emphasis. In 1959, the American Home Economics Association (AHEA) published *New Directions,* in which home economists were challenged to develop competencies by helping individuals and families to gain financial security through establishing long-range goals.[3] In 1961, Agnes Olmstead[4] identified money management as one of the seven most frequently recognized responsibilities of the home economist to the family. Participants at the 1973 Lake Placid Conference and the *New Directions II* statement by AHEA in 1975 continued to stress the role of the home economist in the area of money management.[5]

During the past 10 years consumers have experienced a substantial growth in credit and an unprecedented increase in the rate of inflation. Both of these factors have made it more difficult to manage income. One significant result has been an increase in the number of bankruptcies filed. In 1980, non business bankruptcies reached a new high of 360,960 cases. This represents an increase of 59.4% from the previous year. The previous record of 254,484 cases was set in 1975.[6]

To teach money management effectively in the high school, an examination of credit use today and a profile of the typical person in financial trouble is needed. If credit patterns and candidates for bankruptcy are understood, recommendations can be made concerning curriculum content for money management.

[1]Leland J. Gordon, and Stewart M. Lee, *Economics for Consumers* (New York: D. Van Nostrand Co., 1977), pp. 282-283.

[2]*Ibid.*, p. 283.

[3]American Home Economics Association, *Home Economics—New Directions (Washington, D.C.: American Home Economics Association, June, 1959), p. 9.*

[4]*Agnes Reager Olmstead, "Home Economics Responsibility to the Family in the Consumer Age," Journal of Home Economics,* 53:537-42, 1961.

[5]American Home Economics Association, *Home Economics—New Directions II (Washington, D.C.: American Home Economics Association, 1975).*

[6]*Annual Report of the Director of the Administrative Office of the U.S. Courts, 1980* (Washington, D.C.: U.S. Superintendent of Documents), p. 8.

Trends in Credit Usage

"Buy now and pay later" has become a way of life for many Americans. Total consumer installment debt, excluding mortgages, was $303.9 billion in 1979 which amounted to over $1300.00 debt for every man, woman, and child in the United States. In 10 years (1969–1979) revolving credit, such as bank credit cards and department store accounts, grew from approximately $3.7 billion to over $50.4 billion. This represents an increase of more than 16 times in revolving credit within a period of 10 years.[7] In addition, mortgages in 1979 topped $1 trillion.[8]

The rapid increase in the use of revolving credit can be attributed partially to the increase in the number of credit cards available to consumers. Between 1970 and 1977 there was a 50% increase in the number of families using credit cards.[9] In 1979 there were over 600 million credit cards in circulation which represented an average of 12 cards per American adult.[10]

The extensive use of credit is further evidenced by the fact that traditionally 40% of total retail sales and 60% of the durable goods are sold on credit. Outstanding consumer credit increased by 19.4% in 1978 and by 13% in 1979.[11]

Profile of a Bankrupt Consumer

Bankruptcy is the discharge of one's debt by legal procedure provided for in the Federal Bankruptcy Act. Bankruptcies may be either business or nonbusiness. Nonbusiness cases are those filed by an individual or a husband and wife. In 1948, the first year during which bankruptcy records were kept, there were 18,510 bankruptcy cases filed in the United States. Traditionally, the majority (85–90%) of the cases filed are nonbusiness.[12]

In 1977, the writer undertook a study of nonbusiness bankruptcy in Texas in order to gain information about debt-distressed households so that meaningful recommendations could be made concerning content and curriculum design in the area of money management. The study[13] involved interviews with six of the ten Texas bankruptcy judges and data from nonbusiness bankruptcy petitions closed during the years 1966–1976.

Findings from the interviews with the bankruptcy judges revealed the following characteristics of an individual in financial trouble—

1. The typical Texas bankrupt was described by the judges as an Anglo, married male, thirty to forty years old, with a family of four to six members, and with a high school diploma.

[7]Associated Press, "A Charge-it Society," *Austin American-Statesman,* December 9, 1979, Sec. C, p. 1.

[8]Harry Anderson, "Living in Debt," *Newsweek,* January 8, 1979, p. 46.

[9]"Credit Card Use," *Society,* May/June, 1980, p. 3.

[10]Anderson, *op. cit.*, p. 46.

[11]"Consumer Wariness on Credit May Not Go Away," *Business Week,* July 21, 1980, p. 158.

[12]*Annual Report of the Director of the Administrative Office of the U.S. Courts, 1967-1980.*

[13]Judy L. Allen, *Bankrupt Households: Consumer Education Need Assessment,* dissertation, Texas Tech University, August, 1977.

2. The judges perceived that the major factors causing the filings of bankruptcy were medical expenses, divorce and/or family problems.

3. The average bankrupt was characterized by the judges as having less-than-average knowledge concerning money management.

4. The bankruptcy judges thought that the number of nonbusiness bankruptcies in Texas could be reduced if the bankrupts and other debt-distressed individuals knew more about credit and if money-management education were available to those who need it.

5. The two topics most often mentioned by the judges to be included in money-management education were credit usage and budgeting.

In addition to gaining information from the bankruptcy judges, bankruptcy petitions were reviewed to gain additional information about consumers in financial trouble. Important findings are listed.

1. Nonbusiness bankruptcy petitions were most often filed by either married couples or males.

2. The bankruptcy petitioners usually did not keep financial records.

3. The mobility rate of the sample was quite high.

4. The majority of the bankrupts held white-collar jobs.

5. The bankrupt had a median income.

6. In 96% of the cases, the petition examined was the first bankruptcy filing for the petitioner.

7. The amounts of secured debts ($17,467) and unsecured debts ($17,631) were approximately the same, but the average number of unsecured debts (16) was four times the average number of secured debts (4).

8. The average number of debts per debtor was 22.5.

9. During the 11 years debtors increased their use of credit cards issued by banks and oil companies; debts also increased to savings and loan associations and to credit unions.

10. The average bankrupt owed three times as much as he had in assets.

Interviews with Texas bankruptcy judges and examination of bankruptcy petitions indicate that the typical Texas bankrupt is a married middle-class Anglo male who is less than 40 years of age and who has a family of four to six members. his salary is average, and he is more mobile than the general population.

While the Texas bankrupt has a high school diploma, he apparently has little knowledge of money management including budgeting, record keeping and credit usage. Evidently he has no concept of the debt-load capacity of the family in that he has a large number of debts which total three times his assets.

Marital tensions and divorce appears to be high among bankrupts. Filing for bankruptcy is precipitated by his marital situation coupled with a heavy debt load, made heavier by unexpected medical expenses.

Recommendations for Curriculum Planning

The current trends in credit use and the above study indicate that consumers in financial trouble lack knowledge of money management and credit usage. Positive methods of teaching a money management unit should include the following—

1. Making high school students aware of who the typical bankrupt is and why he became a bankrupt. Realizing that he could be a neighbor or even himself in the future should increase his interest in money management.

2. Presenting budgeting as a guide for spending income with emphasis on simple and easy record keeping. Students should not have to be mathematicians to keep household records, and record keeping should not require the accounting of every penny spent. Counting dollars instead of pennies should be stressed.

3. Viewing the family as a mini-business. Financial methods used by some individuals would ruin many businesses.

4. Stressing the importance of a savings account as an emergency fund.

5. Pointing out the necessity of health insurance.

6. Evaluating the cost of items in relation to value and the difference in wants and needs. Using the concept of trade-offs, "if I buy this, I cannot buy that."

7. Adjusting consumption of the family to offset change in income caused by job and/or inflation.

8. Understanding the effect inflation has on money management.

In addition, the money management unit should strive to develop the following competencies—

1. Reading and understanding contracts and interest rates.
2. Understanding the debt-load capacity of households.
3. Recognizing and using alternative sources of credit.
4. Communicating with creditors when debts cannot be paid on time.

Beyond the Scalpel:

A New Cutting Edge in Medicine

"A growing number of doctors are beginning to believe that love and laughter are among our strongest medicines. In fact, when it comes to maintaining health, affection may be stronger than affliction . . . giggling may be more effective than gargling."

Tarrytown Newsletter, Tarrytown, N.Y., Jan. 1983.

Illinois Teacher Survey: What Content is Important for High School Home Economics?

> . . . home economics is an important field of study . . . It has the potential for improving the home lives of all people and touching—blessing—every human being.[1]
>
> Marjorie East

Those words by Marjorie East reflect the thoughts of many home economists today. Home economics deals with the family and through the family has the primary goal of improving the quality of life of family members. Lois Lund suggests that the mission of home economics is "to improve the overall condition of human beings . . . the nutritional well-being of individuals . . . the living and working environments in which families live . . . (and) the ability of individuals to make decisions supportive of better living"[2] (p. 145).

Home economics is an ever-changing profession just as society and the family are in continual change. It is important that we as home economists and teachers continually revise programs, curricula, and experiences to which our students are exposed.

Since the 1950's there have been important changes in home economics programs mainly as a result of societal conditions. According to Hughes, home economics is becoming more comprehensive to cover a much broader spectrum of the family and life cycle. In recent years more attention is being placed on the family as a consuming unit. There is still much interest in food and nutrition but emphasis "is given to problems of feeding families and individuals with less preparation time available than in the 50's"[3] (p. 163).

Home economics is changing and this would appear to be supported from a number of surveys conducted by the *Illinois Teacher* over the last few years. Kuipers states,

> current and future conditions of the society are and will be characterized by rapid social and technological change that needs to be interpreted and managed. Individuals and families need to learn to redefine their relationships to community, to ideas about vacation and work, to management of scarce resources, to changing personal relationships and to rapid changes (in their) near environment[4] (p. 4).

In the most recent survey (1981) a random sample of 100 teacher-subscribers were asked to list and rank what they thought were the 10 most pressing social problems and whether they could and should be helping to solve them in the classroom. We received 52 responses. Results show that home economics teachers are quite attuned to the problems of society, changes in society, and what should be done to help students overcome and survive in such a demanding environment as ours is today.

Results are as follows: (Some of their concerns are not stated as problems e.g., decision making, peer pressure, but they see problems associated with these phenomena)

Rank	Social Problem
1	teenage drug and alcohol abuse
2	peer pressure
3	lack of self-esteem and the need to increase self-image
4	values and morals of youth
5	teenage pregnancies and marriage
6	economic instability and inflation
7	family communication
8	marriage and role expectations
9	decision making
10	money management and family finances and resources

A second question on the survey listed 30 societal topics or problems, and these subscribers were asked to rate each item to indicate how important the items were in teaching home economics at the high school level.

Rank	Topic or Problem
1	Improving health through better nutrition
2	Improving human relations through better nutrition
3	Protecting the children and helping them develop
4	Being responsible consumers
5	Increasing decision-making skills
6	Managing family resources
7	Preventing family violence
8	Taking care of one's own health
9	Recognizing consequences of values held
10	Improving quality of life with less expenditure
11	Increasing ability to handle stress
12	Adapting lifestyle to conserve resources
13	Increasing our individual productivity
14 tie	Increasing employability
14 tie	Teaching ways to save energy

Question 3: What *Illinois Teacher* Can do for Me

(responses from 8 of the 52)

information on the topics and problems listed
what others are doing in Home Economics—lists of current resources.
research on the topics mentioned and related to family
life skills, to make life easier after school
entrepreneurship
crafts for the home
inexpensive ideas
how to present topics listed on questionnaire to students, including references and techniques

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[1]Marjorie East, "Home Economics: A Profession? A Discipline?" *Current Concerns in Home Economics Education, Proceedings.* University of Illinois, Division of Home Economics Education, 1978. p. 3.

[2]Lois Lund, "The Role of the Secondary Home Economics Teacher in Defining Basic Education," *Illinois Teacher,* Volume XXII, No. 3: 145–147, 1979.

[3]R.P. Hughes, "Twenty-five Years of High School Home Economics and A Look Ahead," *Illinois Teacher,* Volume XXV, No. 4: 156–164, 1982.

[4]J.L. Kuipers, "Role of Home Economics in Revitalizing the Economy," *Illinois Teacher,* Volume XXVI, No. 1: 3–4, 1982.

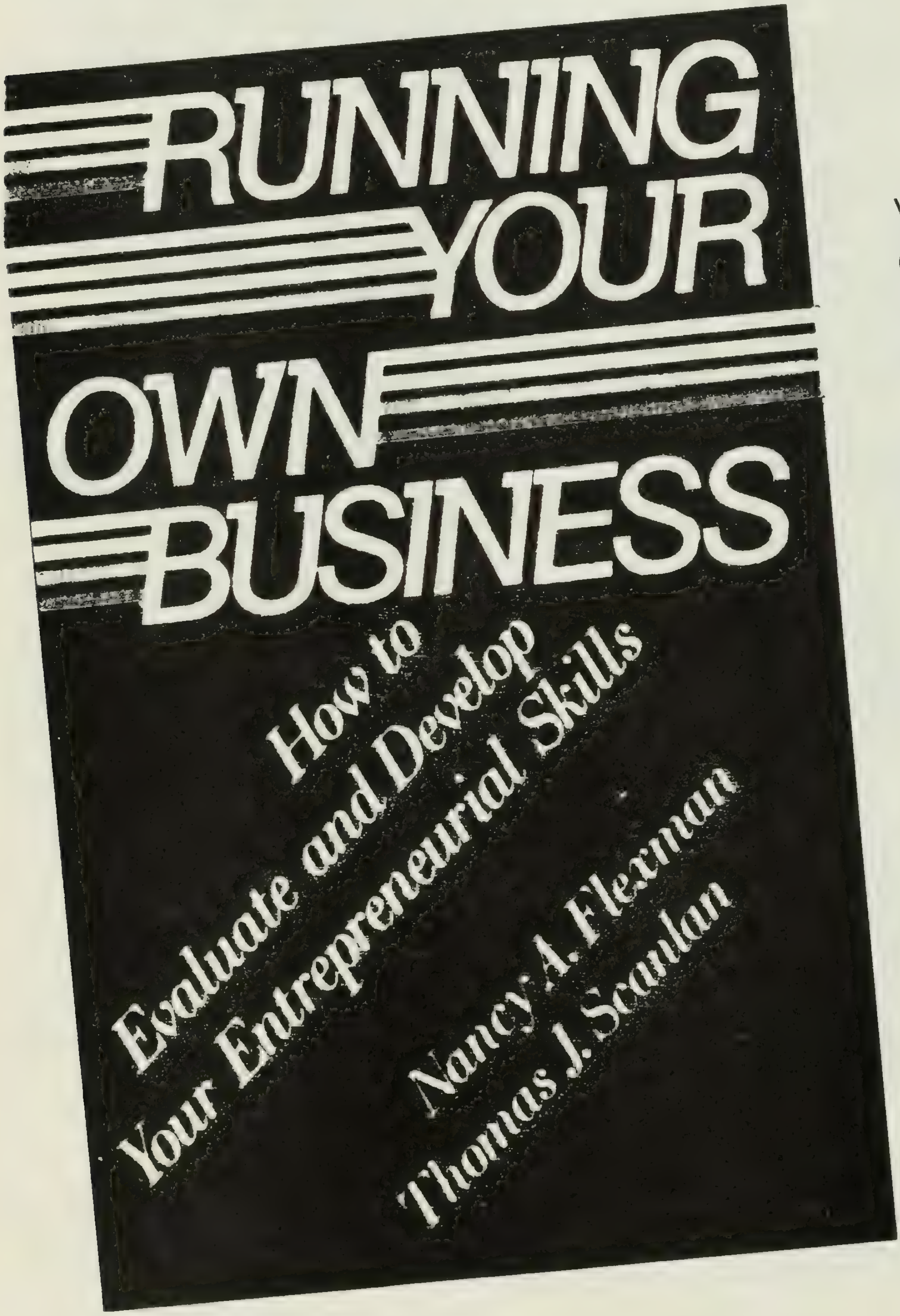
ideas to keep students motivated, minds open, visual aids and handouts
programs that deal with broad social problems
continue to emphasize secondary Home Economics
information on grant monies for Home Economics
ideas to encourage enrollment in Home Economics classes
current information and statistics
a film or information on fad diets
keep up the good work, FHA/HERO—stronger emphasis please
compentencies in affective areas
aids, materials, resources for specific disabilities, mainsteaming
values, morals
career education, success stories, case studies
more ready-to-use materials—put as much information on a map page as possible—duplicating costs
resources which graduate students develop

The questionnaire also offered opportunity to add other topics or problems and the respondents mentioned 23. Those noted by more than one person were:

1. Wardrobe management and construction skills
2. Parenting skills
3. Preparation of nourishing meals
4. Development of self-esteem and self-confidence
5. Child care
6. Handyman skills
7. Death and dying

If you as an *Illinois Teacher* subscriber have other suggestions, we welcome a letter from you.

Hazel Taylor Spitze, Editor
Philip Eves, Assistant to the Editor



You may find this book written by a couple of my former colleagues here at the University of Illinois, and published by Argus Communications, One DLM Park, PO Box 5000, Allen Texas 75002, helpful in your efforts to teach your students needed entreprenurial skills as one way to combat unemployment.

The Editor

Foods and Nutrition—A Mini Unit for Grades 6–10*

This is Part IV in our series on nutrition and foods for grades 6 to 10. This "mini-course" in five parts integrates principles related to nutrition, food preparation, food buying, meal planning, energy use, and even family relationships. You may feel free to photocopy for your students' use.

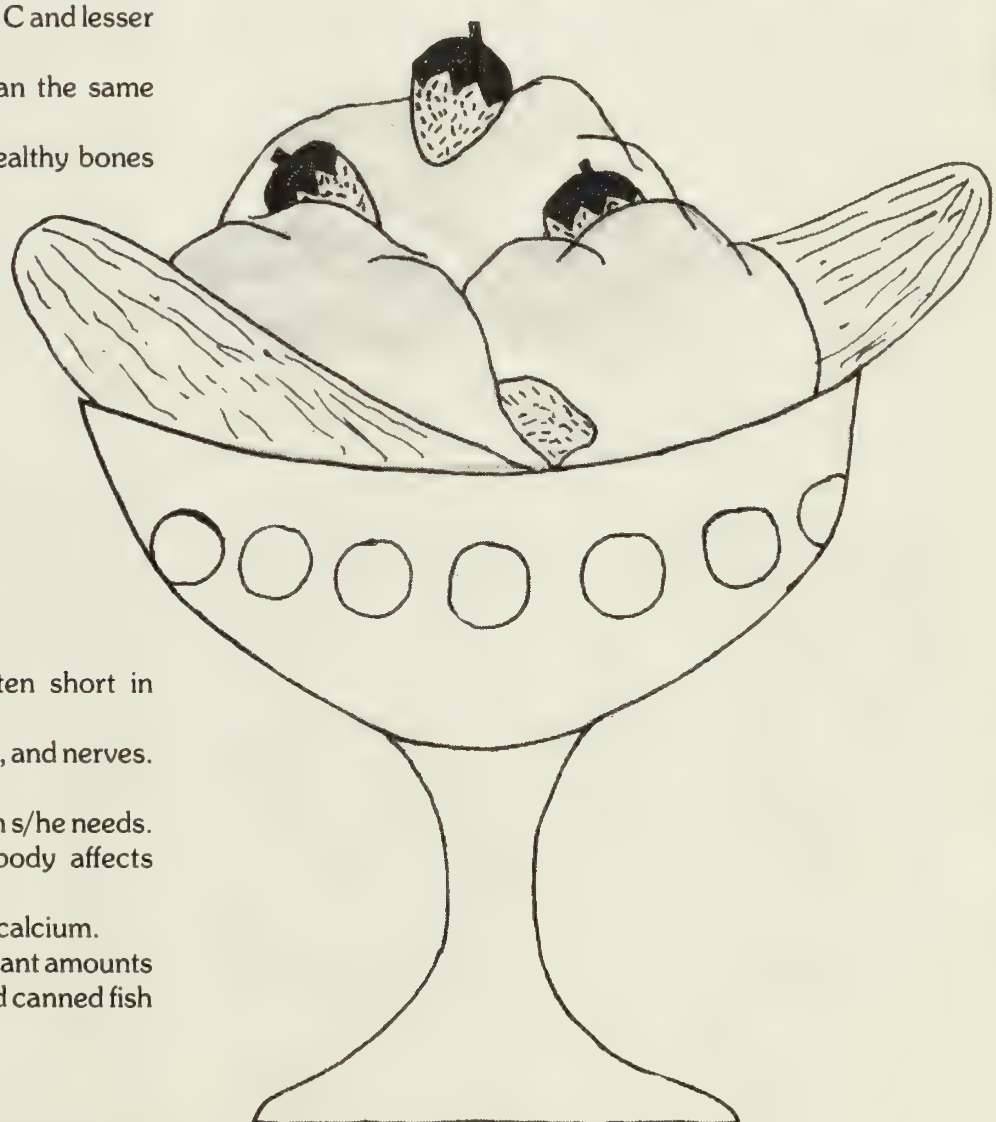
The focus in this lesson is fruits and calcium, and the vehicle for teaching the principles is a strawberry dessert.

*Prepared by the Editor.

As noted in Part I (*Illinois Teacher*, September/October 1982), the suggested lesson format is: (1) Students read the "story," (2) they take the test to stimulate interest and curiosity, (3) they see a demonstration and make the dessert in the lab, display and taste it, (4) they discuss the whole procedure with the teacher and go over the test, with correct answers and explanations given, and (5) throughout the lesson the teacher adds comments, questions, and emphases.

Principles to be taught in Lesson 4

1. All members of the family can participate in cooking and serving food.
2. Comparison shopping helps one make consumer decisions with more lasting satisfaction.
3. The way in which food is obtained and prepared affects the energy required.
4. Eating meals together can promote harmony in the family and between generations.
5. Strawberries have a large amount of vitamin C and lesser amounts of some other leader nutrients.
6. Home prepared foods usually cost less than the same foods bought ready-prepared.
7. Elderly people need calcium to maintain healthy bones and help prevent fractures.
8. Appearance of food affects appetite.
9. Calcium is one of the nutrients most often short in American diets.
10. Calcium affects blood clotting, muscle action, and nerves.
11. Calcium helps build bones and teeth.
12. The more protein one eats, the more calcium s/he needs.
13. The calcium-phosphorus balance in the body affects calcium utilization.
14. Vitamin D is needed for the body to utilize calcium.
15. Few foods besides milk products have significant amounts of calcium; exceptions are collard greens and canned fish when the bones are eaten.
16. Nutritious foods can be delicious.
17. Principles of home safety can be taught.
18. Noise in the home is one factor in the quality of life.
19. Foods can be purchased in a variety of forms, e.g., frozen strawberries are available sweetened or unsweetened.
20. Food preparation can be a social activity for families.



IV. Strawberry Supreme

It was the Sunday after Christmas, and one of the family gifts of the Harts had been a blender. It was the economy model, but it did fabulous things! They had read about blenders in Consumer Reports and shopped around a lot before they decided which one to ask Santa to bring.

Mr. Hart had told the family he'd make the dessert for Sunday dinner, and he searched for a recipe he could make in the blender. When he saw the one for Strawberry Supreme, he thought to himself, "Strawberries are nutritious as well as delicious. I'll make that." It looked easy with their new toy!

Mr. Hart's elderly parents were coming for dinner, and strawberry supreme would be easy for them to chew and to digest. "Not as many calories as pies and cakes, either," he thought. His parents had to watch their weight now that they were less active than they used to be.

Mr. Hart had put frozen strawberries and ice cream on the grocery list. Ice milk would have been all right too, and lower in calories because it has less cream in it. Maybe lower cost, as well. Strawberries frozen without sugar are lower in calories.

Strawberry supreme had to be made just before serving unless it was to be frozen, and he wanted to serve it in the soft form. So, after everyone finished the main course for Sunday dinner, he and the blender went to work. He had thawed the strawberries a little so there would be some juice to help the blender do its work. He put in a few at a time being very careful not to get his fingers or the spoon near the blades, and when they were a beauiful rosy blend, he added vanilla ice cream. By blending the partly frozen berries for a very short time, Mr. Hart saved most of the vitamin C. It took nearly a quart of ice cream along with the box of frozen strawberries, to make the six big servings. About that time Mrs. Hart said, "I'm looking forward to the dessert, but this blender is a real noise polluter! This dessert has used a lot of energy, too."

As the ice cream blended in with the strawberries, it became pink, and when he spooned it out into the dessert dishes, it piled high and looked delicious.

"Beautiful!" the family exclaimed when he served it. And they even listened when he told them that strawberries, like oranges, have a lot of vitamin C.

Mr. Hart knew that there were other nutrients in this dessert, too. Strawberries have some iron and B vitamins and a little of some of the other nutrients. And the ice cream has calcium, protein, riboflavin (or Vitamin B_2), and vitamin A. The ice milk would have been about the same, except for the vitamin A which is in the cream, and the lower calories.

The calcium in each 1-cup serving of strawberry supreme was about equal to that in 1/3 cup of milk. Mr. Hart put 1/4 cup of milk in the coffee his parents had for dinner, too. He knew that elderly people are more likely to have broken bones and other problems if they don't get enough calcium.

Each time Mr. and Mrs. Hart began telling the children about the nutrients in what they were eating, they asked, "What difference does it make?"

"Why do we need calcium, anyway?" asked Tom the 8th grader in the family. He remembered that it is one of the nutrients most often short in American diets.

"When are you going to learn, Tom?" his sister asked. "They've told us a jillion times. It's for bones and teeth, it helps your blood to clot when you get a cut, and it helps your heart."

"My heart?" Grandpa chimed in. "How can milk and ice cream help my heart?"

"You tell him, Dad."

"Calcium affects our muscle action, and the heart is a muscle. In very severe cases when someone has eaten no food with calcium for a long time, the muscles begin to be paralyzed."

"Calcium is also needed for healthy nerves," added Mrs. Hart. "I'm glad you kids like milk. Since you like lots of protein foods, you need plenty of calcium. More protein takes more calcium. And Grandma and Grandpa need calcium to keep their bones in a healthy condition."

"What about the soda pop, Mom?" asked Tom.

"You remembered! Good for you! Yes, when we have lots of phosphorus in things like pop which don't have calcium with it, we need more milk to keep it in balance."

"And, of course, we need the sunshine vitamin D for the body to be able to use the calcium," added Mr. Hart. He was wondering if his parents got out in the sun enough.

"I like to get my calcium in strawberry supreme," said Tom. "What else has it besides milk?"

"Good question, Tom," said his father. "Things that are made from milk, of course, like cheese, yogurt, milk puddings, and custard. Not very many other foods have much, but there are a few, especially dark greens like collards, and there is some in broccoli, rhubarb, okra and dates. Some kinds of nuts and seeds have a little, and of course when you eat the bones with your canned salmon, you get a good bit."

"Now, don't forget the clean up, Dad," said Tom. "Part of good food is a spotless kitchen, you know!" They all laughed as Mr. Hart began, very cautiously to wash the sharp blades on the blender.

"Let me tell you one more thing about strawberry supreme," he said. "If you want to save money on this dessert, you can make your own ice cream with chilled whipped evaporated milk. It might be lower calories, too. Just chill a can of milk, whip until stiff, add 1/4 cup sugar, if desired, and put into the freezer part of the refrigerator. When it is eaten with sweetened strawberries the sugar will not be needed. It's even better if you put in a mashed banana or two, and more nutritious. When it is frozen to a thick mushy state, stir it up and mash it with a fork. Then refreeze and it will stay creamy. It makes about a quart."

"And you can save still more—both money and energy—if you grow your own strawberries," added Grandma.

"It's too cold for a garden now, Grandma," said Tom, "Strawberries wouldn't like that snow."

"That's true," said Grandma, "but spring will come."

Do you know . . . a true-false quiz to create interest

F	______	1. Older people do not need milk.
T	______	2. Nutritious foods can also be delicious.
T	______	3. Ice cream has more calories than ice milk.
T	______	4. Food that looks good stimulates appetite.
T	______	5. Strawberries have as much vitamin C as oranges.
T	______	6. Ice cream has calcium for the body.
F	______	7. Calcium makes our hair curl.
T	______	8. The heart is a muscle.
F	______	9. Iron helps our blood to clot when we get a cut.
T	______	10. Calcium is needed for healthy nerves.
T	______	11. People who eat lots of protein foods need extra calcium.
T	______	12. The body needs a balance of calcium and phosphorus.
F	______	13. Most fruits have a considerable amount of calcium.
T	______	14. Vitamin D is needed for the body to use calcium.
F	______	15. Calcium is found only in foods from animals.
T	______	16. Ice cream has protein and some vitamins.
T	______	17. Calcium is needed for muscles to function.
T	______	18. Calcium is one of the nutrients most often short in the American diets.
T	______	19. Information in Consumer Reports can help when we choose a blender or other equipment.
T	______	20. Caution is needed to avoid accidents when using a blender.
F	______	21. Blenders operate quietly.
F	______	22. Home prepared foods usually cost more than "store-bought" foods.

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ILLINOIS TEACHER
OF HOME ECONOMICS

The Role of Home Economics in Revitalizing Our Economy

Thinking Consumers and Global Home Economics

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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Home Economics—The Responsive Profession

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University of Illinois
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Foreword

With this issue of *Illinois Teacher,* we come to the end of another academic year. I hope it has been a good one for you and that it will be followed by many more good academic years.

In this issue we think about one way to help students learn to think while developing another basic skill, about using the community as a laboratory for learning, about the world-wide influence of home economics teachers, about a new kind of pioneer, about preparing to be family life educators, about participating in the political process, about an unusual type of in-service education for teacher educators, and about how to help that army of women known as displaced homemakers.

We have "bits and pieces" scattered through the issue to serve as reminders, to introduce new resources, to suggst new ideas.

We have included the final lesson in the Mini Curriculum in Food and Nutrition, an Index to this volume and an easy way to renew for next year and to order back issues or other materials. If you have already renewed, we thank you! But we'd still like to have you return the brief questionnaire on the front of the extra cover. We need to know what you think about *Illinois Teacher.*

—*HTS*

Looking Ahead to Next Year

The theme for the 1983/84 volume of *Illinois Teacher* will be

The Process of Education

We'll be looking for articles on such subjects as the following:

Bases for choosing content in each Home Economics subject area

Update on content in each Home Economics subject area

Setting objectives based on learner needs

Discipline as a way to teach

Ethics and moral development in teaching Home Economics

Improving schools without spending more money

Families in crisis need home economics

Lifelong learning

Learning that should be the common possession of all

The teacher as supervisor

The counseling role of the teacher

The self-concept of the teacher in relation to . . .

The self-concept of the student in relation to . . .

Teaching techniques to promote thinking and enjoyment of learning

Teaching for continuing motivation to learn (beyond the school years)

Uncover—and Discover—Home Economics Subject Matter*

Cheryl G. Fedje
Assistant Professor
Home Economics Education
University of Wisconsin
—Stevens Point

Dawn Johnson
Chair
Home Economics Department
Oshkosh Area Schools

Our fast-paced society along with the accompanying explosion of human knowledge is intensifying a dilemma which has been facing educators for centuries. We feel pressured to "turn out" students who are knowledgeable in subject matter and show evidence of high achievement; yet, we want to insure that our students know more than just facts. We want to teach thinking skills as well as content. Therein lies the dilemma. Thus, we frequently hear teachers ask such questions as: "Is it possible to cover all the content and still include time-consuming processes designed to help my learners 'think'?" and "Aren't many of the 'new' processes and techniques simply gimmicks which prevent me from covering content?"

Beyer and Brostoff[1] offer this advice: "Perhaps we need to cover less—and uncover more! . . . Slowing down a bit, eliminating some materials and exchanging breadth for depth might be desirable."

Consider the following questions and student responses:

Question #1:
List the qualities of a good parent.

Student Response #1:
A good parent has the following qualities: patience, understanding, love, a sense of humor, caring, works hard, and is a friend.

Question #2:
Describe a situation you have observed or participated in that showed a positive parent and child relationship. Why is this an example?

Cover the material

Or uncover it?

Cartoons by Harry Robbins, junior high student

Student Response #2:
When my friend took the car without permission and totaled it, his father didn't blow right away. First he took him to the hospital for a check-up. Then he started with the questions, then he grounded him.

This shows that the father cared more about his son than the car. Some fathers would have hit the kid first and asked questions later.

The difference, of course, is clear: one response is impersonal, factual, and low-level while the other response explores relationships between ideas and application to everyday experience. The latter requires thinking, not just memorization.

While reading recent research, we discovered an activity especially helpful to students as they uncovered home economics subject matter: writing. Then, we began experimenting with writing as a process because we believe, as Staaland and Fauske[2] have emphasized, that curriculum content is the successful merger of subject matter *and* intellectual skills.

We designed a unit incorporating the writing process in a senior high course, "World of Children." In this unit we wanted the students to (1) generate concerns which the class might address the rest of the semester, (2) provide an opportunity for students to begin collecting their thoughts regarding parent/child concerns, and (3) examine the truth or falsity of the ideas and beliefs they hold. As we began, we discovered an analysis by Donald M. Murray, Pulitzer Prize winner and Professor of English at the University of New Hampshire. His process gradually moves the writer through "warm-up" activities, to an initial draft, and culminating in a final draft. In other words, prewriting, writing, rewriting. The process we followed was similar, but not identical.

*The authors wish to thank Mary Croft, Director of the University of Wisconsin—Stevens Point Writing Laboratory, for her assistance and encouragement.

[1]B. K. Beyer and A. Brostoff, "The Time It Takes: Managing/Evaluating Writing and Social Studies," *Social Education*, March 1979, pp. 194–197.

[2]T. E. Staaland, and I. M. Fauske, "What is Basic? A Rationale For Curriculum Decision Making," *Illinois Teacher of Home Economics*, May/June 1979, pp. 283-285.

We looked at possible topics and chose "Issues/Concerns Facing Parents Today," realizing we needed one broad enough to allow for several potential approaches, to include multiple sub-topics, and to offer no clear and simple right or wrong answers.

Here is the format we followed:

PREWRITING:

1. *Activity:* Students work in small groups to brainstorm and list the issues/concerns facing parents today.

   Purpose: This activity stimulates the students' thinking about the topic by referring to prior reading, observations, interviews, and discussions.

   Example:

having enough money	looking nice
drinking	getting good grades
getting married	health habits
hard rock music	violence
taking care of kids	divorce
suicide	television
pot	separation
getting kids through college	how many kids to have
	athletics
war	unemployment
abuse	sex
drugs	being happy
junk food	friends
work	discipline

2. *Activity:* Students use a chart to compile data.

   Purpose: Students begin by identifying categories for the chart and later add the data based on their own experiences and the initial activities. They identify links between concepts and begin to see relationships.

   Example: (included below is part of one group's actual chart)

3. *Activity:* Students respond individually to open-ended sentences.

   Purpose: Students will use these responses as a vehicle to think about the relationship between the concepts and parent/child experiences.

   Example:

   a. One general area of concern that had special meaning for me was ______
   b. I chose this concern because ______
   c. The effect this concern may have on life is ______
   d. The effect this concern may have on my peers is ______
   e. The effect this concern may have on my family is ______
   f. The effect this concern may have on my community is ______

4. *Activity:* Students reflect on prior activities by answering specific questions in writing.

   Purpose: Students analyze the data by making observations, comparing and contrasting, and developing conclusions.

   Example:

   1. What do you notice about the social concerns of small children? teenagers? young adults?
   2. How are social concerns different for young children and for high school students? How are they different for young adults?
   3. What conclusions can you make about parents' concerns for children regarding social issues?
   4. What meaning might this have for you as future parents enabling your children to become fully developed persons?

These activities enable students to think about what they know, to spark ideas, and to provide a base for further thinking, studying, and writing. Contrary to traditional views

What Are The Issues and Concerns Facing Parents Today?

	Children	Teenagers	Young Adults
Social Situations	Using judgment as much as they can handle by listening to parents' advice, such as taking candy from strangers.	Drug & alcohol related incidents—peer pressure—premarital sex.	Can they handle threatening situations maturely? Can they cope in this troubled society?
Necessities	Are they being introduced to a proper environment in school, etc.? Are they fed well and clothed and kept warm and dry?	Can they distinguish between wants and needs? Do they understand what is the bare necessity?	Do they know their needs for health and a good life? Can they really distinguish a need from a want? Can they work a budget to fulfill needs and wants, comforts?
Expenses	Diapers!!! Can we afford the proper care and stimulus to promote growth in mind and body?	Are they foolish or careful with their money? Do they know about credit and can they take responsibility for their spending, debt, etc.?	Whether or not they can cope on their own. By buying the right items.
Health	Worrying about coming in contact with infectious disease. Will they be junk food junkies. Cancer scare! Are there workable cures for cancer.	Whether or not they are eating right. Do they understand protective measures and the wide availability of disease?	Now that they are older, do they know the proper way to health? Do they know about insurance and benefits?
World and Its Problems	What will the future be for them, considering war and the economy?	Do they misinterpret the seriousness of war and the fears of nuclear warheads? Do they tend towards violence or will they care about future generations?	Will they play a part in the "battle to save the world." What are their values of life (theirs and others). Do they want the maintainers to be there for their children?

of writing, students need *not* know everything that they want to say about a subject before they begin to write about it.[3]

As you notice, prewriting does not preclude writing. The students start with writing words or phrases and later write short responses. The activities progress from lower levels of thinking, such as listing ideas and concepts to higher level activities involving reflective and critical thinking.

WRITING:

Activity: Students write about a specific concern.

Purpose: This activity is used as a discovery draft, written mainly to get thoughts on paper, to explain the matter to themselves and to find what they know. Students use knowledge gained from prior activities as a basis.

Example:

a. In the first paragraph focus on evidence from what you have read, seen on television or learned from family and/or friends which identifies that this is a concern.
b. In the second paragraph tell how and/or why this concern has "touched" your life.
c. In the third paragraph identify any information and activities that would help parents or caregivers deal with this concern.

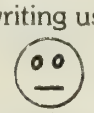
We found that an overemphasis on the mechanics of writing in the first draft can inhibit, rather than promote, creative thinking. The students need to feel free to write thoughts using their own jargon and expressions. According to Britton et al.,[4] this helps them to get in touch with themselves and personalize their knowledge, to discover what they know. Later, the draft can be edited to convey information clearly and concisely to a specific audience.

REWRITING:

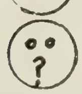
1. *Activity:* Students review each other's writing.

   Purpose: This gives students the opportunity to work in groups in order to discuss and revise their written assignments, providing immediate feedback for the writer and establishing an atmosphere of collaborative learning and thinking.

   Example:
   Peer Review:
   1. Work in groups of 2 to 4 and complete the following:
      1. Each student reads and reacts to a classmate's writing using the following symbols:

          completed paragraph direction

          good idea

          idea not clear

          incomplete

          interesting
      2. Each student writes a sentence summarizing the three paragraphs.
      3. Critic and writer discuss the response.

2. *Activity:* Students work alone or in small groups to revise their writing.

   Purpose: During this time the students develop a final draft. It may be necessary, based on peers' suggestions, to find and incorporate additional ideas from articles or books. Thus, the writers may be given the opportunity at this point to visit the Media Center (library) or to do more observing, interviewing, discussing, and reflecting.

As in the writing stage, we discovered students still seemed overly concerned with making grammatical corrections and were apprehensive about criticizing peers' writing. Some students, as might be expected, had no viable ideas for modifying or revising drafts and needed more practice in group work. This step gave learners opportunities to re-examine the ideas they hold and to reappraise their writing and thinking for clarity and completeness as they asked themselves, "Did my friends say what I thought I said?"

Conclusions

Students' first reaction to writing in the home economics classroom tends to be one of rejection. They may have learned to dislike writing. It has not always been used as a means to an end but rather as an end in itself. Worse yet, writing has sometimes been used as punishment. Our schools have traditionally, if inadvertently, developed these attitudes by using writing as a means to test rather than as a way to learn.

Writing is time consuming; in fact, the activities described above may take from five to eight class periods. Students need time to reflect, make mistakes, examine, explore, discover, reject, throw out ideas, investigate new ones—in other words, to become totally involved. And this of course is our ultimate goal—students actively engaged in their subject matter and the development of this skill.

Additionally, writing is hard work; it involves more than looking for right or wrong answers and memorization of facts. Students need to be aware that writing is difficult for almost everyone and that the problems they face are no different from those faced by professional writers.

As we reflect on the total process, we find the strengths to be vital components of our home economics curriculum: critical thinking, increased retention, development of higher-level cognitive skills, and greater cooperation. More importantly, the students are given an opportunity to think about their own thinking, to ask why they came to hold those ideas, and to relate concepts to daily experiences in contrast to filling their papers and heads with facts which are quickly forgotten. Yes, less "content" may be discovered, but as Beyer[5] reminds us, "to cover" actually means "to take in and hide from view." And as Parker and Rubin[6] add, "process is content." We found that during our unit the *process* was the key to uncovering and discovering!

[3] B. K. Beyer, "Making the Pen Mightier," *Phi Delta Kappan*, November 1982, pp. 193-196.

[4] J. Britton, *et al., The Development of Writing Abilities (11-18)* (London: Macmillan Education, 1975).

[5] Beyer, "Making the Pen Mightier."

[6] Cecil Parker and Louis Rubin, *Process as Content.*

Consumer Education: A Community Resource Approach

Constance R. Beck
Consumer Education
Resource Network

In her book, *Home Economics: Past, Present, and Future,* Marjorie East presents models which have been influential in the development of the field of Home Economics. One of these models focuses upon the process of inductive reasoning. Ralph Waldo Emerson, William James, and John Dewey, among others, all espoused an educational philosophy based on an inductive reasoning model. Around the turn of the century, Dewey's laboratory school at the University of Chicago included a department of home economics with a curriculum based on this educational theory. "Dewey's idea was that if children were involved in concrete action with actual materials in situations of immediate interest to them they would learn more effectively the general principles underlying the activity and become more curious about other applications of the principles."[1]

"This model, then, suggests that home economics is an inductive process of education which leads from sensory, manual experiences with concrete and familiar objects to skill in their use. Such familiarity and skill will lead to recognition and discovery of basic principles and general rules, and to the development of reasoning abilities."[2] This philosophy has been most directly applied in classrooms in the areas of child development, food and nutrition, and clothing and textiles where laboratory experiences form the concrete beginning of the inductive process. In child development, for example, students discover specific patterns of social, emotional, intellectual, and physical growth in individual children through interaction with the child and observation of the child's behavior. These discoveries in turn help child development students to form hypotheses about growth in children, to test those hypotheses, and to learn principles applying to human development in general.

The application of the inductive model in home economics, however, should not be limited to child development, food, and clothing. Home economics, which lends itself so readily to the inductive method, must strive to incorporate the approach into other areas of home economics, particularly consumer education. Indeed, it is the thesis of this paper that consumer education can be taught most effectively using an inductive (or experiential) approach.

The Experiential Approach

In contrast to the inductive method, the current lecture-reading approach, which is often used in consumer education courses, assumes that the information received by the student is organized into principles and applied in specific situations (deductive reasoning). Unfortunately, the deductive approach generally does not encourage students to reach the application stage of learning. "The lecture-reading approach to consumer education is . . . not developing the ability to actually apply skills or to demonstrate improved effectiveness in the marketplace."[3]

The experiential method, when used in consumer education, begins with a marketplace experience. With the aid of the teacher, who guides the student's learning experience, students analyze the experience, form hypotheses or develop skills based on the experience, and test those skills or theories in other situations to arrive at general concepts. For example, by comparing warranties offered on specific cars, a student may find that each warranty covers a different length of time and different parts, and offers different conditions. From that experience, the student draws a tentative conclusion that not all warranties are equal and begins to develop the ability to look at a warranty with a critical eye. Finally, the student tests the hypothesis that not all warranties are equal and finds that while there are crucial differences between warranties, there are also certain common elements, which may be readily identified, in all warranties. Waddell postulates that effective consumer attitudes and behaviors will be the result of consumer role awareness and application of skills in the marketplace through such an approach.

Community Resources for Experiential/Inductive Consumer Education

Bringing community resources to the classroom can be an effective way to provide students with experiential learning activities that in turn will develop inductive reasoning abilities in students. Consumer education is an inherently interesting subject for students because purchasing and using consumer goods and services, making decisions, exercising consumer rights, and many other related activities are a part of everyone's daily life. Yet, many consumer education courses have lower enrollments than do other elective courses offered by high school home economics departments. Perhaps this is due in part to teaching efforts which isolate consumer education from the community and daily life. There is evidence to support the view that the use of the experiential approach could enliven courses and help to bring about increased enrollment.

According to Wilhelms, consumer education courses in Illinois tend to use an action-oriented approach along with a good deal of community involvement. Illinois' "Comparative Assessment of Secondary Consumer and Homemaking Education Programs" (1974–75), found that students learn more when they are actively involved in discovering than when a no "hands on" approach is used (cited in Wilhelms).[4]

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[1]Marjorie East, *Home Economics: Past, Present, and Future* (Boston: Allyn and Bacon, Inc., 1980).

[2]*Ibid.*, pp. 16–17.

[3]Fred E. Waddell, *Effective Consumer Education: An Experiential Approach,* Instructor's Text and Student Workbook (Blacksburg, VA.: Virginia Polytechnic Institute and State University, 1981), p. 5.

[4]Fred T. Wilhelms, et al., *Consumer Education Project: Final Report,* Report No. 125 (Denver, CO.: Education Commission of the States, 1979). One original source: *Illinois Teacher,* Vol. XIX, No. 5, pp. 263–265.

The philosophy of the Consumer Education Development Programs (CEDP) mirrors the findings of the Illinois study.[5] Their philosophy "includes an emphasis on consumption as it is currently happening, deriving theories inductively rather than artificially imposing them on a situation."[6] Consumer education, as those involved in CEDP see it, is an applied study where students learn by doing and analyzing what they have done.

There are several reasons why using the community as an extension of the classroom can be a useful way to teach consumer education. First, real life experiences have been demonstrated to be more meaningful and effective than the traditional lecture-reading approach.[7] Second, this approach bridges the gap between the home and school by involving home life experiences in the classroom. Third, students gain a knowledge of community resources immediately available to them.[8]

Programs Using Community Resources

Several exemplary programs exist which have used community resources effectively in the classroom. One of these is the St. Louis Urban Consumer Education Project.[9] Originally developed under a grant from the U.S. Office of Consumers' Education, this program is consumer law-related, emphasizes consumer rights and responsibilities, and uses community resource people directly in fifth grade classrooms. With strong support from the Missouri Attorney General, community resource persons from government, business, professional organizations, and community groups lend their time and effort to work with St. Louis teachers to prepare a minimum number of consumer presentations per year. Jointly, they develop lesson plans including classroom activities, evaluations, and student assignments. Examples of such community cooperation include lessons presented by a resource person from the utility company. These lessons involve students in reading meters, calculating energy costs, analyzing family bills, and discussing ways to conserve energy in the classroom and at home. A lesson presented by a postal inspector may involve examining the ads on the backs of comic books, looking for mail fraud. These types of activities encourage students to become more involved in their communities, and to become responsible, active participants in the marketplace.[10]

The response to this project, and the results, are very encouraging. The program has been enthusiastically received by students, parents, administrators, teachers, and participating resource people alike. Test results show that students who have participated in the project have markedly higher levels of knowledge of contracts, warranties, and consumer rights, as well as consistently higher gains in reading and math scores than those of non-participating control groups.[11] While these tests measure cognitive, not affective change, it may be inferred that a program such as this that stresses decision-making skills and citizen participation, and has clearly produced higher levels of consumer awareness, will have some positive effect on marketplace behavior.

The curriculum guide produced for the program, *Classrooms and Community: Using Community Resources in the Consumer Education Curriculum,*[12] includes activities, vocabulary, outlines of speaker presentations, extended learning activities, and guidelines for teachers and resource people. The guide was developed under contract with the U.S. Office of Consumers' Education.

A second program, at the North Hollywood Adult Learning Center in California,[13] has used community resources to teach consumer education to adults enrolled in English as a Second Language (ESL) classes.[14] Community resources have been used in the classroom in the form of speakers and films, and students go into the community on assignment and for field trips. Role play, discussion, and other activities help to make the program experiential in its approach. Both students and teachers report benefits from this method through which ESL students become functionally competent.

Materials used for consumer education classes include catalogs, restaurant menus, food and drug items, labels, warranties, bills, lease and credit agreements, classified ads, and the telephone white and yellow pages. A representative from the American Automobile Association may speak on automobile insurance, an Action Line reporter may discuss consumer complaints, a lawyer may speak on consumer law, and a city government official may discuss energy conservation. Trips may be taken to restaurants, local stores, a food processing plant, and to the taping of a television show called "Consumer Buyline."

Resources for Home Economics Consumer Education Classrooms

If your program has not included community resources, the following suggestions may be helpful in expanding it in this way.[15]

- *telephone book, white and yellow pages*—to identify sources of consumer information or assistance with consumer problems; to identify the types and variety of places to purchase goods and services.
- *local newspapers and ad supplements*—to comparison shop; to identify local consumer issues with potential for student involvement; to analyze ads; to identify new financial services available and to compare interest rates.
- *television*—to analyze ads; to identify current issues; for financial news and current economic conditions; and for consumer-related programs.

[5]Suzanne D Wilcox, et al., *The Educated Consumer: An Analysis of Curriculum Needs in Consumer Education.* A National Study of the Consumer Education Development Program in collaboration with the National Consumers League, October 1979.

[6]Waddell, *Effective Consumer Education.*

[7]Waddell, *Effective Consumer Education;* Wilhelms, *Consumer Education Project.*

[8]Elsie Fetterman, "The Community is Your Classroom in Consumer Education," *Business Education World* (March/April 1975), pp. 5-7.

[9]Calla Smorodin and Linda Riekes, "A Manual For Implementing a Cooperative Consumer/Law-Related Education Program" (St. Louis Public Schools, Division of State and Federal Programs, 1982). Unpublished report.

[10]*Ibid.*

[11]*Ibid.*, p. 10.

[12]Available from Calla Smorodin, Coordinator, Urban Consumer Education Project, Division of State and Federal Programs, 4130 East Lexington, St. Louis, MO 63115. $4.50. (Make check payable to St. Louis Public Schools, Division of State and Federal Programs.)

[13]Available for cost of photocopying about 25 pages from Sandra Brown, North Hollywood Adult Learning Center, 4915 Colfax Avenue, North Hollywood, CA 91601.

[14]Sandra Brown, "Life Situations: Incorporating Community Resources Into the Adult ESL Curriculum." CATESOL Occasional Papers, No. 5; 1979. Paper presented at the CATESOL State Conference, San Francisco, CA, March 1978.

[15]Author acknowledges inspiration for some of these ideas from Fetterman, *ibid.*, and Sally R. Campbell, *A Department Store in Your Classroom* Chicago: Sears Roebuck & Co., 1979.

- *retail catalogs*—to compare costs and quality of merchandise; to complete and understand credit agreements; to determine credit costs; to lead into discussion of mail order rights and mail fraud; and to discuss various aspects of warranties.

- *speakers*
  1. government agency personnel:
     a. local consumer affairs bureau/office of consumer protection professionals to discuss complaint handling and methods of consumer self-protection;
     b. extension service specialists to discuss a variety of topics related to housing, gardening, food and nutrition, and other consumer topics; and
     c. regional officials from the Federal Trade Commission, Food and Drug Administration, or Department of Agriculture to discuss rules and regulations related to goods and services under their jurisdictions.

  2. consumer activists can discuss the activities of consumer groups and their areas of major interest, consumer assertiveness, and citizen participation.
  3. consumer affairs specialists in business can discuss company consumer/customer policies, complaint handling procedures, and avenues for consumer representation within companies.

- *field trips*
  1. to stores to comparison shop and to identify store policies;
  2. to small claims courts to observe procedures; and
  3. to libraries (both school and public) to search for consumer information.
- *materials*—educational and informational materials are offered to consumers by government, consumer groups, businesses, and trade and professional organizations. Compiling such materials provides students with opportunities to see what is available from whom and to evaluate the quality of information provided from a variety of community sources.

Clearly, if consumer education is to be effective, it must be of immediate interest and relevance to students. The use of community resources in teaching consumer education provides home economics teachers with teaching resources inherently interesting to students because they are familiar aspects of the students' home life experience. The use of community resources combined with an experiential approach will encourage students to discover the principles and develop the reasoning skills that are so important to consumer education.

The inductive model put forth by John Dewey and noted by Marjorie East as influential in the development of Home Economics may be crucial to effective consumer education. Surely such an approach deserves our attention.

Do you know about . . .

from

American Express
125 Broad Street
New York, NY 10004

ATTN: Peggy Haney, Manager
Consumer Information
and Education

The Global Importance of the Home Economics Teacher

Gwen Frazier
Doctoral Student
Home Economics Education
Pennsylvania State University

How much influence does the high school home economics teacher have on world events? More than she thinks. She may feel professionally isolated, especially if she is teaching alone or with only one or two other home economics teachers. She may feel she has a modest impact on the lives of the students she teaches. Even if she sees herself as influencing her local community through her efforts at school, she may not believe she has much impact on global issues. What effect can she have on the problems of malnutrition, overpopulation, energy consumption or depletion of resources? Her effort is at the local level, and she is not a national policy maker nor a world leader. Alone she does not have a large measure of control, but home economics teachers all together have had a great influence on generations of Americans. Think about who taught us the basics of our lives: consumer skills, nutrition, and homemaking. In many cases, it was the local high school home economics teacher.

Let's take just one of these areas and examine the global significance it has. Home economics teachers taught us to recognize a balanced meal. That meal included meat. The long-term influence on consumption patterns of the American public has been great. "Our annual consumption of beef rose from 55 pounds for each person in 1940 to 116 pounds in 1972" (Longacre, 1978). Why did this happen? Where did we get the notion that protein is needed by our bodies? Who taught us that the basics of a balanced meal included animal protein? Was this increase in beef consumption due, in part, to the long-term influence of home economists as well as our increasing affluence and our liking for meat? Were we part of the problem or part of the solution?[1]

Taking this example one step further, let's examine the consequences of our doubled beef consumption. Is our health better? Is the beef production industry stronger? Where has the grain come from to feed these animals? Was it best used for cattle feed when so many people suffer from hunger worldwide? If we cut down on the amount of beef we eat, how will that help starving people in other parts of the world? If I have the money to buy it, don't I have the right to consume it? These are all important questions for the home economics teacher to consider before she decides what to teach.

Our world is beyond the point of isolationism. I no longer have the luxury of answering only to myself for my actions. I must be accountable to the rest of the world.

As home economists, we are in a unique position. We deal in the "stuff" of world problems daily. We do it in a very practical way on a local level. Nutrition is the same concept if it is taught in Kansas or Kenya. Deficiencies and excesses are extremes of the same problem. We are dealing with the same principle whether we are teaching a third world village mother to boil water for her infant or the advantages of breast-feeding, or whether we are teaching a mother in an affluent New York suburb how to choose nutritious foods for her baby. We deal in the matters of families, and that in itself makes us an international profession. Everyone has grown up in a family group of some sort, and all face some of the same problems.

World problems are aggregates of local problems. Global solutions can begin as local solutions.

> Many of the issues that will dominate public concern over the next few decades—energy, food, health care, housing, population, industrial productivity and the quality of life will only be solved through human action and interaction. These global problems will often best be dealt with by people doing more to help themselves at the local level (Stokes, 1981).

Home economists have the know-how to help people deal with these problems, and the local connections to help implement solutions. Our obligation is to make sure that the things we teach are contributing to the solutions and not to the problems themselves.

We home economists need to think about how our actions affect the lives of others worldwide. If we are to be of service in the future as we have been in the past, we must develop a global perspective. While solutions to global problems may begin at local levels, they do not grow in isolation. Local efforts must be compatible with or complementary to the efforts of others. A sense of global responsibility will enable us to act in ways that contribute to solving world problems.

Home economists can be helpful in the development of globally responsible life-styles. That means that people worldwide can have satisfying life-styles *in conjunction with* and not *at the expense* of others. If we know how our life-style affects the lives of others around the world, perhaps we can try to live in ways that enhance the well-being of all people.

Elements of a Globally Responsible Life-style

There are five ideas that can help us adjust the way we live so we are better global citizens. They are: balanced development, wise use of resources, technology, reciprocity, and reaching sustainable consumption levels.

1. *Balanced Development.* George Axinn (1978) sees development as a cycle having three phases: underdevelopment, balanced development, and overdevelopment. While cultures may move back and forth through these stages, they tend toward the stage of balanced development (see Table 1). This model does not use the traditional measures of development. Industrialization is not used as the only measure of a country's developmental level. It is helpful to use this model in examining our own country's level of development. If we are able to foster life-styles that contribute to a stage of balanced development, then perhaps we can free the resources of other countries for their own use.

[1]Have we also been a part of the recent decrease in beef consumption as we teach concepts like protein complementarity?—*The Editor*

TABLE 1. Stages of Development

Underdevelopment	Balanced Development	Overdevelopment
local resources underused	balance of local resource supply and demand	overuse of local resources, use of resources from other countries
local energy supply exceeds demands	energy demands do not strain local supply	energy demands exceed local supply
one-way communication from more developed countries to less developed countries	open to exchange of ideas with other countries as a two-way process	closed communication with other countries, gives help but does not expect or accept it from other countries
workers can perform all functions necessary for life, low dependence on others	workers specialize in some tasks, moderate dependence on others	workers perform one specialized task, highly dependent on others

2. *Resource Ownership and Use.* We traditionally assume that countries own the resources within their borders, but who should have the right to consume them? The answer to that question is not clear. Does the ability to purchase it give you the right to consume it (Longacre, 1978)? If so, do those with more money have more rights? Should China be able to own Iowa if it can afford to buy it? Should I consume some other country's oil if I can afford it? Is it all right for me to waste resources if I have the money to buy them? What consequences does this have for a world that is in need of resources that are being depleted? Do we need education for abundance?

We are beyond the time when one country can exist in isolation. We must consider the effects of our choices about consumption not only for ourselves but also for our neighbors. If we choose to burn our native coal, are we responsibie to our neighbors for their acid rain problems? A global perspective enables us to see the whole of the picture, not just our own side.

3. *Technology.* Development of appropriate-level technology is a key element in a globally responsible life-style. Technology is only helpful if it fits into a local situation (Axinn, 1981). Liberal applications of elaborate technology may create more problems than they solve for a country. If I am a rural woman in Honduras and have electricity only four hours a day when the community generator is working, a refrigerator may be a useless complication in my life. Good food preservation techniques, other than refrigeration, may be a treasure for me and my family. Technology should enhance life. As Americans we have come to accept technology as a "good" in our lives and too often we welcome it without evaluating its effect on our lives. If I am an urban working mother, a home computer that streamlines monotonous daily tasks might be a help. If it gives me access to more information than I care to deal with and adds another workload to my day, then it may be a nuisance. Technology can enhance or detract from a satisfying life-style. It can amplify resources or deplete them. If petroleum-based fertilizers cost more in resources to produce than they contribute to crop yields, are they worth it, especially to a country that already has crop surpluses?

4. *Reciprocity.* In helping other cultures develop a more satisfying life-style, we have much to offer. Our culture is rich with natural resources and technology. We also have much to gain from other cultures, but we often overlook this and do not expect to gain from cross-cultural interactions. Our technologic history has many stages that are appropriate for other cultures. The whole body of technology that my grandmother used, including such skills as making soap, preserving foods, vegetable gardening, and home production of textiles, are much needed skills in other countries. Home economists are the gatekeepers in this area, and we should not underestimate the value of this technology to ourselves or to the developing world.

We have much to offer others, and we also have much to gain. When a friend from Latin America watched me cook a meal, I was amazed at her reaction to the things I threw away as garbage. Scraps of vegetables or lettuce that I saw as useless, she would have used for soup stock or vitamin-rich broth for her children. Unusable scraps she would have fed to her chickens. The meat that I browned for supper she would have stewed first for soup stock and then browned. Any leftovers would be used for soup for the second meal from one cut of meat. The things that went down my garbage disposal would have been composted to enrich her garden. I had no answer when she asked me why manufacturers did not make a drain on the disposal so the ground, nutrient-rich liquid could have been collected in a container and put on my garden instead of being wasted. I learned much about efficient home management during that afternoon with her. It would have been sad had I missed this experience because I had expected to be the one doing the teaching.

We must be prepared to receive as well as give in cross-cultural exchanges, whether it is a rural-urban interchange within our own country or an international exchange. Perhaps this openness will help us to adjust our own life-styles to be more compatible with life-styles of those around us. Kulachi (1980) defines reciprocity as "each gives, each receives and all benefit from the exchange."

5. *Maintaining Sustainable Consumption Levels.* We should consume what we need to sustain ourselves. We should not, needlessly, waste valuable resources or allow our overconsumption to deny resources to others. Overconsumption is not a problem when resources are scarce. It is a problem of abundance.

Living in a society of abundance is not a guarantee of a healthy existence. Our children do not die of malnutrition or disease at the rate they do in developing countries, but our adults suffer from stress-related diseases and illnesses related to overconsumption of food, alcohol, and cigarettes. It is difficult to choose not to overconsume in an environment of abundance.

Our consumer society has replaced the satisfaction of *having* with the satisfaction of *getting*. Shopping has become a form of recreation for some people. This denies satisfaction in the present, if I am too busy looking ahead to the next purchase to enjoy the things I have.

Our consumption level is often a symbol of who we are. When standard of living is measured by consumption levels, then it follows that the more you consume the better off you must be. To what extent is standard of living similar to quality of life? Do they mean the same thing? Can quality of life be measured in materialistic terms? In what ways is materialism a roadblock to enriching our lives? E. F. Schumacher examines this idea in *Small Is Beautiful* (p. 57).

> While the materialist is mainly interested in goods, the Buddhist is mainly interested in liberation. . . . It is not wealth that stands in the way of liberation but the attachment to wealth: not the enjoyment of pleasurable things but the craving for them.

When we buy a thing, do we consider the degree of freedom we must give up in the process of owning it? Does the expensive figurine I purchase demand a special place in my home? How much time will I spend dusting it? Will I spend money to insure against its loss? Will it provide enough satisfaction for me to offset the "costs" of owning it? How do our possessions restrict our lives?[2]

Just after our daughter was born we bought a big, old brick house. Our daughter's room was rather dark and in need of some repairs. We spent much of our time painting and papering and even inherited a lovely white bedroom set, complete with a canopy bed, from her aunt. After months of part-time work, we finished the room. It was a delight. Light and airy, surely an aesthetically delightful place in which to grow up. I was thrilled. She was not. Her life was filled with don'ts. Don't scratch the furniture. Don't get crayon marks on the floor. Don't bounce on the bed. We are happy with the room. I am not sure that she is. She had to give up a lot of pleasure for a more visually pleasing room. I wonder if she thinks that it is worth it? I also wonder what we have taught her through this experience. Does she think the furniture is more important than she is? Is she learning that what she wants to do is dictated by her surroundings? Has she learned the cultural norm of giving up control of your life to your possessions?

Overconsumption is not without its costs. One of the most limited resources we have is personal time. Yet how much of our time is taken up each day in dealing with the clutter of our possessions? Much of our time would be free if we could streamline the clutter around us. I am not suggesting that we should cut out the essentials, but rather that we should eliminate the nuisances that invade our lives so we can enjoy the things that really matter to us.

I am not sure an abundance of choices ensures a greater degree of satisfaction. Is the breakfast cereal chosen from 80 others more satisfying than one chosen from 20? Is the degree of satisfaction great enough to compensate for the time spent in making the choice or sorting through the 79 other cereals? Our decision-making skills must prepare us to deal with an abundance of choices.

Strategies to Reduce Overconsumption

1. *Voluntary Simplicity.* As defined by Elgin and Mitchell and quoted by Spitze (1980), voluntary simplicity is

> a way of life that is outwardly simple and inwardly rich; a way of life embracing frugality of consumption, a strong sense of environmental urgency, a desire to return to living and working environments which are of a more human scale, and an intention to realize our higher human potential, both psychological and spiritual, in community with others. It stresses being and becoming rather than having. It does not mean living cheaply because the durable, aesthetic items required for this lifestyle may be hand-crafted and expensive. . . . It means living *with* nature rather than at the expense of nature. It means living fully, not just existing.

This concept could make our lives more satisfying and more open to accepting life-styles of others.

2. *Self Limits.* Consciously setting limits for ourselves, instead of letting "just a little bit more" be enough, is a step in increasing satisfaction while limiting our consumption. It also lets us get the most enjoyment out of consuming by planning time for satisfaction.

3. *Goal Setting.* This is also a conscious effort to increase satisfaction by setting goals for ourselves and working toward their attainment. When we take time to enjoy our effort, we build satisfaction into our lives. This is often denied as we rush on toward the next goal. As a result, we come to the point where the process of getting is the end in itself.

4. *Circulation of Resources.* When resources are taken out of circulation, they are no longer available to consumers, and other resources must be used to fill that demand. In our area, yard sales have become popular. This is an efficient way to keep resources from accumulating in the attic. What is useless to someone else may be of value to me. Those perfectly good garments that hang unworn in my closet may become staples of someone else's wardrobe. There are other options such as the Salvation Army or thrift shops that exist in many communities for this purpose. Tying up resources unnecessarily is to waste them. We should streamline our collections of possessions and pass on those that have no utility to us.

Global Education in the Home Economics Classroom

Home Management and Consumer Economics. Here we might stress the home as part of the natural biological system. This is a good opportunity to build on the student's exposure to the concept of ecosystem in science class. Teachers could discuss the position of the home in the ecosystem. Where do the resources used in the home come from? How are they disposed of after their use? Are things recycled by the home or are resources kept from returning to the natural ecosystem? The teacher could help students to identify ways the home could better fit into the natural ecosystem. Let's examine the systems within the home, in light of their relation to the larger biological system of nature.

The Food System. In a foods lab you could consider the origin of the foods used. Were they produced at any cost to the environment? Did they require expensive petrochemicals or pesticides to produce? You might draw on local food production operations if possible to investigate the effects of farm production practices. Interview farmers, identify chemicals used in food production, and have students investigate the effects they might have for people and animals. Have students evaluate different grades of produce. Discuss or debate the effects of pesticides versus cutting the worm out of the apple. Have students examine the trade-offs.

The teacher might also help the students to remember the political significance of food. Is food used as a bargaining tool with other nations? How are migrant workers a part of our food system? What global interdependencies have developed as part of our food system? Consider the role of coffee or bananas in our trade relations with other countries.

As the teacher, you could introduce the concept of the food chain and discuss the effect of eating high on the food chain versus eating low on the food chain. Frances Moore Lappe does an excellent job of explaining this in her book, *Diet for a Small Planet* (1971). It includes a good explanation of complementary protein and a collection of recipes. A series of foods labs might center on preparation of complementary protein dishes. "Americans routinely consume twice the amount of protein they need" (Longacre, 1980). We waste production resources when we overconsume. If students can learn to recognize protein foods as more than just animal

[2]*Editor's Note:* Cf. "Revaluations" by Caroline Hunt, early home economist, reprinted in *Illinois Teacher*, Vol. XXIII, No. 3, pp. 120–126.

products, they will be able to limit their intake to only what they need, freeing resources for others. A bulletin board illustrating vegetable protein complements is an effective way to reinforce this concept. You could ask students to calculate the amount of protein they have eaten in the last 24 hours and compare it with the amount of protein they need. If students are normally eating more protein than needed, you might encourage discussion about the global consequences this has. Students could work out diets for themselves using vegetable sources of protein. A dietitian might be willing to help evaluate.

A good follow-up to a foods lab is to analyze the trash generated by that lab. Ask students to list items that could be recycled or are biodegradable. Identify items which will not rapidly decompose. How could their purchase have been avoided? Students could make evaluative statements about materials, especially packaging materials, such as plastics, that do not return to the ecological cycle quickly. Do they tie up resources in ways that could be avoided? Perhaps students could offer alternative consumer behaviors that could have reduced the amount of trash that was generated. Have students analyze packaging materials. What environmental effects will they have after they are used by the consumer? Discuss what would happen if consumer demand for plastics dropped. What role do consumers have in creating demands and markets for goods that are detrimental to the environment?

The Home Care System. In teaching home care, the teacher might ask students to examine the home cleaning products they use. She might ask students to identify the chemical composition of those products and reach some conclusions about their environmental effects. What part do consumers play in creating a demand for toxic chemicals? Do consumers have any responsibility for the disposal problems of toxic wastes created in the production of the products they buy? In choosing cleaning products, are we aware of their origins and disposal problems? Do cleaning products complicate the process of home care by being costly or dangerous to use? What simple alternatives exist to cleaning products available commercially? Are consumers being induced by advertising into buying things that they might not need? Should an advertisement for a floor finish for a no-wax floor make consumers think twice about purchasing such a floor?

The Water Cycle. Is water a one-time-use item in the home? How can this resource be used to its fullest without increasing the amount consumed? What possibilities exist for multiple uses? Reusing hot soapy water from the dishwasher or laundry for other jobs, such as washing floors or porches, is one way to do this. Does the home laundry have holding tanks for water so that it can be reused? Students could find out how much hot water is used in one washing machine cycle, or compare the amount of water a dishwasher uses to the amount of water they use for handwashing the same amount of dishes. A consumer representative from your utility company could discuss energy consumption of home appliances with your classes. Perhaps a plumbing contractor could talk about how water systems in the home could be redesigned to use water more efficiently or allow for multiple uses of water before it is discarded down the drain.

The Clothing System. In considering their place in the clothing system, consumers might see themselves as one of many users in the life of a garment. When the students decide they are finished with a piece of clothing, what mechanisms exist to keep that garment in circulation? Students could examine their own clothing consumption habits and write an answer to: How much clothing do I need? or How much clothing is enough and when do I know that I have enough? Have them consider the definition of "worn out." What criteria do they use to judge the lifetime of a garment? Is it worn out when it is out of style or when the manufacturer introduces a new style? If so, who is deciding your clothing needs for you?

What environmental effects do your clothing consumption habits have? How long will it take for clothing fibers to decompose naturally when they are finally discarded? This might be a basis for a classroom experiment. In conjunction with the science department, explore the toxic chemicals that are given off when synthetic fabrics burn. Or ask the local fire department about this same topic.

Consumers can also consider the origins of their clothing. Was it produced by exploiting female workers in underdeveloped countries? How many workers were employed in the manufacture of the clothing you choose? Are there local clothing production alternatives within your own community? Is there a person in your community who sews for others? Will purchasing fabric and making the garment yourself enable you to have greater control over the quality and durability of the garment? Will this have environmental effects? Will using community resource people, in meeting your clothing needs, contribute to a stronger community? This follows the George Axinn model of avoiding overspecialization and becoming a more vulnerable society, in depending on highly specialized systems.

The Housing System. Housing alternatives that are energy efficient and make use of materials and locally available energy sources are needed to help us make housing choices that fit into the local ecology. These concerns will shape the housing choices of our students. Ask a building contractor to talk about heat and wet pumps as alternative heating sources. Investigate how housing reflects the local ecosystem in other cultures. How is migration in the United States today affecting housing needs? What effects will this have on resource use? What will the next strained resource be?

Will houses be smaller and more compact in the future? Ask students to define their privacy needs in terms of energy costs. As a home owner, how much would they be willing to pay in long-term heating or finance costs to insure their personal space needs? Will people be forced to change their perspective on space needs? How do concepts of personal space needs and privacy differ from culture to culture? If there are people from other countries in your community, they might be valuable additions to your class discussion on this subject. Students might interview families of different sizes to determine needs and compromises that can be made by families in housing choices.

The Family. What changes can we expect in the family? Will families become closer together as there is an increased need to share intergenerational information about resource management? What happens to family size when children are no longer a production asset and become a strain on the family's economic resources? Will children become more important to families as home production becomes increasingly beneficial? Will one- or two-person households increase or will intergenerational households become the norm as demand for resources increases and supply decreases? Will families choose to have more land in order to increase their self-sufficiency (Stokes, 1981)? All of these questions can be used to help students examine their own family and the

families of other cultures.

Conclusions

The home economist is in a unique position. She deals with the practical problems of everyday life, and is a generalist with access to technical information. She is able to influence development of life-styles that will foster global well-being and thus has a tremendous responsibility. Each professional needs to develop a global perspective in order to be effective.

As home economists we have the tools needed to help people create life-styles that will be more compatible on a global scale. As teachers we need to integrate global education into every aspect of our curriculum. If students understand their roles in the local ecosystem, perhaps they can better fit into the global ecosystem.

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Some hard-to-answer questions:

1. What new skills will we need to be literate in the new technology?
2. Will the information technology have the same soothing, lulling quality that has been associated with television viewing?
3. Will the new information be trivial or important?
4. What will be the changes in our society when we no longer have to transport our bodies in order to communicate our ideas?
5. What will happen when society realizes that the school is no longer the predominant educational institution?
6. How can the new technologies be used to liberate the individual?

For some commentary on these questions look again at your January 1982 **JCPenney FORUM** in an article titled "The Future Isn't What It Used To Be," by John Searles, professor of education at The Pennsylvania State University.

PIONEERS OF THE '80s: A Simulation

Robert J. Fetsch
Samuel Quick
Extension Specialists in Human
Development and Family Relations
Department of Familly Studies
University of Kentucky

A troubled economy—whether it shows up as recession, inflation, unemployment or high interest rates—is one of the most critical challenges currently facing our nation. Not only do these problems take a heavy toll on our economic well-being, but simultaneously they contribute to general insecurity, feelings of loss of control, and social unrest. Each of us has felt the immediate pain of inflation, for example, as we have shopped for groceries, filled the gas tank, paid a physician's bill, or written a check for our monthly utility bill. And sadly, recession, as well as inflation, causes the poor to suffer the most.

If each of us does his/her part, we can successfully meet the challenges that recession and inflation present. If we approach these economic difficulties in a fresh and creative way, we will be better able to help ourselves and those we serve.

The "new" role of Home Economics in revitalizing the economy is an exciting one. For a long time our profession has promoted overconsumption in the name of helping people "improve their standard of living." It is becoming increasingly clear that the standards we have encouraged are no longer realistic in light of our diminishing nonrenewable resources. More and more futuristic-thinking home economists (Pestle, 1982; Spitze, 1980; Wiggins & Jenkins, 1981) are becoming aware that now is the time to drop the old quantity-of-life paradigm that "more is better" and shift their thinking toward a quality-of-life paradigm that is simpler, richer, and more in tune with the ecology-oriented, simple living-thinking advocated by Ellen H. Richards and other founders of Home Economics.

This article describes one way home economists can continue to raise the right questions about what is truly important in our lives and in the lives of our students and Cooperative Extension Service clientele. It describes "Pioneers of the '80s," a new simulation exercise that can help people experience one of the worst possible outcomes of our economic problems and then devise creative ways of responding successfully to this simulated problem and of preventing such a situation from occurring. "Pioneers of the '80s"[1] is a practical simulation that can be used in schools, adult education classes, town meetings, and family gatherings.

Objectives

The three objectives of this simulation are simple:

1. To help us *reawaken the pioneer spirit,* the willingness to work together as a team to meet the challenges ahead.
2. To provide an experience whereby we can *face our fears about financial insecurity.* (Through our imaginations we can visualize the worst of all economic scenarios and see ourselves surviving by reviving perhaps rusty skills of self-sufficiency and group collaboration.)
3. To help us *simplify our lives* by learning the difference between our survival needs and our wants.

One of the ways we contribute to economic difficulties is by insisting that we need more sophisticated consumable items that may add to the quantity of our possessions. But the important question is: *Do they add to the quality of our lives?* The following simulation may help in answering this question.

Become a Pioneer

This simulation works best with a family or group of seven adults and two young children. But with a little imagination, a group of any size and makeup can participate. Once you have gathered seven pioneers, they can together look over the seven roles in this three-household team:

Household 1
- *Mom and Dad* who are both quite concerned about their six-month-old daughter, Maria, and their three-year-old son, Michael.
- *78-year-old Grandparent* who is alert, energetic and resourceful.

Household 2
- *42-year-old Individual who usually lives alone* but now feels responsible for an 18-year-old visiting relative who is confined to a wheelchair.
- *18-year-old Relative Confined to a Wheelchair* who, as a result of an accident four months ago, lost total use of both legs and is quite concerned that being in a wheelchair will make it difficult for others.

Household 3
- *36-year-old Single Parent* who has an honest, open relationship with a 14-year-old son or daughter.
- *14-year-old Son or Daughter* who is bright and quite mature for his/her age.

Discuss and decide as a team which participant will play the role of mom, dad, 14-year-old, and so on. (Omit the roles of the two small children in the first household.)

If there are fewer than seven people in the group, select roles on the basis of the number of people available.

Collectively, choose one team member to read "The Scenario," to lead the group through "The Task," and to help with "Processing the Results." Each participant will need a copy of the publication, H.E. 7-107 (see footnote 1).

Note to the reader: Three periods (. . .) indicate a pause. Stop reading when you come to a pause, and allow time for members to reflect on the situation. Any special instructions appear in parentheses.

[1] Free copy is available from the authors at 317 Funkhouser Building, University of Kentucky, Lexington, KY 40546.

The Scenario

Now that we have formed our team and selected roles, would you please sit so that you are comfortable and relaxed. Gently close your eyes . . . and take in a deep breath . . ., exhale . . ., inhale deeply . . ., and exhale. . . . For the next few minutes, allow your body to relax as you continue breathing deeply and slowly. . . . Let yourself gradually begin to feel more calm and peaceful; and at the same time, *keep your mind very clear, alert, aware and in control*. . . . Now, continuing with your eyes easily closed, allow yourself to visualize the following scenario.

It is sometime in the future. The situation that was unthinkable has happened. For a number of years, inflation-recession cycles continued.

Eventually the combination of widespread purchasing on credit, unprecedented high unemployment rates, soaring interest rates and massive federal deficits plunges the nation into a depression worse than anyone can remember. The president uses his executive powers to stimulate the economy. More money is printed. A host of job programs, federal loans and social spending programs are imposed. Finally, price control measures are implemented.

Spot shortages are seen at first. Massive gas and food shortages hit when the teamsters strike for higher wages to keep up with the spiraling inflation. Confidence in paper money dwindles, and paper fortunes based on lending are wiped out entirely. Your lifetime savings will buy hardly a month's supply of food. Private and government pension programs, including Social Security, collapse. In fact, the entire American monetary system collapses. In desperation, you resort to bartering possessions and services to survive.

Ever since the monetary system collapsed several months ago, things have been bad and are getting worse. Most of the intense rioting and theft is concentrated in the more densely populated areas, but even small rural communities have their share of severe financial problems and social unrest.

You thought things could not get worse. They did. You were one of the few who had a job, but you finally lost it and are in the same situation faced by nearly all of your friends. Occasional odd jobs brought in a little money, but far too little. Before you lost your home, you sold or bartered nearly every item in your possession.

You now find yourself facing a whirlwind of events largely beyond your control. You are dressed in light clothing and are without shelter at a roadside park on the outskirts of a city. It is a cool night in late fall, and you wonder if the temperature will dip below freezing, as it has the last four out of five nights.

Ours is a mixed group—a 78-year-old grandparent, a middle-aged individual, an 18-year-old in a wheelchair, a single parent, a 14-year-old, two young children and their parents. Fortunately, you like these people who were your neighbors prior to the inflation-fueled chaos. Having exhausted all other living arrangements, such as staying with relatives, the nine of us decide to weather the crisis as a team. All of us have brought the few possessions we have not yet sold or bartered. Although these few possessions do provide some small amount of security, you notice that our small team finds itself more than a little uptight and edgy.

Recall which role you have assumed—grandparent, father, mother, 14-year-old, single parent, 18-year-old or 42-year-old. If you are the mother or father, you are no doubt worried about the survival of your two children. What are your needs? If you are the middle-aged person, you need to find a way of providing food not only for yourself but also for your visiting relative confined to a wheelchair. As a 14-year-old or a 78-year-old, think of your needs and your fears. . . . Continuing with your eyes closed, reflect on your needs. . . . What do you really need in order to survive the harsh realities you now face? How can you best assist the others in your group?

Imagine yourself pulling away from the group. You feel a need for time to reflect on the situation. You do not know how long it will be before the country regains its economic stability. All you know is that for the foreseeable future, you will be struggling to survive with your small team.

Each of you in your role has certain strengths and skills that are important for the team's survival. *Think about the strengths and skills you have to offer*—perhaps gardening, communicating, sharing a sense of spiritual attunement and strength, parenting, providing safety, preserving food. *What else? Think of the skills of the other people on our team that you will need to rely on*. . . .

As you find yourself stripped of the security you knew before the economic collapse occurred, notice what emotions you experience—depression, anger, resignation, panic, hope, energy, confidence. . . . *Identify what you feel*. . . .

Now look back over the past five to 10 years. *What could you have done to prepare yourself more adequately for the current situation?* . . . Come back to this place now. . . . Take in a big, deep breath. . . . and let it out. . . . Now please open your eyes gently . . . and listen to "The Task."

The Task

First, think of whose role you are playing—mom, dad, grandparent, etc. . . . Remember your needs and your skills. . . . Focus on the other members of our team. Let's discuss each other's needs and strengths. Remember, your survival through the winter depends on cooperation because each of us has different skills. So, first, *let's take about 10 minutes to discuss our needs and skills*. (Pause 10 minutes.)

Our second task is one each of us will do alone. Look at your copy of Worksheet 1: Pooled Resources Ranking Form. This is a list of the material resources our team has left. Some of these items will be important for our survival; others will not. Under step 1, Your Ranking, mark number 1 beside the most important item for our survival, number 2 beside the second most important, and so forth through number 15. Please do this without consulting each other. *Take about five minutes to complete your individual rankings*. (Pause five minutes.)

Our next task is to complete step 2, Team Ranking. However, we must first review the "Guidelines for Group Consensus." Please follow along as I read them aloud.

Guidelines for Group Consensus

Consensus, as defined in Webster's is "an opinion held by all or most." When a group of people form to make decisions, often differences of opinion arise, resulting in conflicts. In critical situations like this simulation, your survival as an individual depends on your collaborating as a team. No matter how tough things get, we must live with each other. In such situations, majority votes or coin flipping can lead to repressed hostilities that may erupt at a crucial time and sabotage our entire team's survival. This is why it is important to know how to arrive at group consensus. Here are some suggested guidelines:

1. *Express your ideas clearly and concisely* without arguing in defense of your position.

Worksheet 1: Pooled Resources Ranking Form

DIRECTIONS: Rank the 15 items in the order of their importance for your survival (1 is most important; 2 is next most important; . . . 15 is least important).

Items	Step 1 Your Ranking	Step 2 Team Ranking	Step 3 Difference Between 1 & 2
$50,000 paid-up life insurance policy			
Garden and shop tools			
Solar-powered, multiple-band two-way radio (two units)			
Six-month supply canned and dehydrated food for a family of four			
Two 10-speed and two 3-speed bicycles			
Baby crib			
350 shares of IBM stock			
10 resource books and two years of back issues of *Mother Earth News*			
Assorted boxes of ammunition			
Variety of garden seeds			
Spare parts for two bikes and one auto			
$1,000 in silver coins and several gold coins			
Durable, warm clothing for four people			
Two autos needing repair; one is functional; one-half tank of gas			
Deed to mountain cabin with stream and two acres hardwoods and meadows*			
		TOTAL	

*The cabin is 50 miles from the roadside park. The last 11 miles require foot travel or a heavy-duty, four-wheel-drive vehicle.

2. *Listen carefully to the viewpoints of the other resource people* on your team. Look for creativity and ingenuity.
3. Remember, this is not a win or lose situation. Just because you yield on one item does not mean the rest of the group has to yield to your suggestion the next time. *Your goal is not to win an argument: It is to survive.*
4. *Yield to reason and logic.* Do not give in simply to avoid conflict. Rather, use your intelligence to explore the reasons why one item is more valuable than another, given the information at hand. In desperate situations, those who solve problems rationally will emerge as leaders. Those who panic will be in trouble.
5. *Strive to involve everyone* in the decision process. Avoid majority votes or flipping coins. Strive to reach the point where no one has any strong objections to a particular rank ordering.
6. *Expect disagreements.* Rather than allowing them to lead to power struggles, use your disagreements to search for further information from team resources. By seeking a wide range of opinions and information, you have a greater chance of arriving at the best solution to the problem at hand.

Group consensus is a method that makes full use of the human resources available. At the same time it promotes creative conflict resolution.

Now, by group consensus, let's arrive at a Team Ranking of the 15 items for survival using the same scale as in step 1. *We have about 30 minutes to complete our team rankings.* (Pause to allow time for this.)

Processing the Results

One of the most important objectives in this simulation is to revitalize old skills or learn new skills of team cooperation and collaboration. The hope is that later if any of us find ourselves in some similar critical circumstance, we will have developed human relationship skills that can aid our survival. Let's talk about our experience and what we learned:

★ What skills did our team decide were important for survival? (Lead discussion.)
★ What strengths in individuals did we discover?
★ What basic needs surfaced?
★ What luxuries or wants could we do without?
★ What problems and difficulties did each of us face?
★ What feelings did you experience?
★ How did you deal with any intense negative feelings?
★ As you stood alone in that roadside park thinking about what you could have done during the previous five to 10 years to prepare yourself more adequately for the current situation, what ideas surfaced?

Working cooperatively as a team to achieve group consensus is sometimes difficult because as Americans we have often been taught to act as individuals first and as cooperators second. Even so, working as a team is crucial to survival in critical situations. Take a look at your "Pooled Resources Ranking Form." Complete step 3 by recording the difference between your individual rankings and the team rankings on each item. Make all differences positive and record the total of your individual-team difference scores. (Pause two minutes and then discuss the following questions.)

▶ Were your individual rankings far away from or close to your team rankings? (Lead discussion.) What does this suggest to you?
▶ Often people find that decisions reached by group consensus are better than ones reached by individuals alone. What is your thinking on this?
▶ Who from your team was influential in moving the process along? How?
▶ What behaviors helped your team reach a consensus?

► What behaviors impeded your team from reaching a consensus?

Note to the Reader: You might read aloud whichever of the following paragraphs are appropriate for your group, or you might suggest that participants finish reading the material on their own.

What is Really Important?

Many factors are involved in the challenging simulation as it is presented. Because of this, the ranking of material items is relative, depending on the course of action chosen by a team. For example, a team that decides to survive in the mountain cabin will come up with a ranking that is very different from that of a team that decides to create makeshift housing near a city.

While a good case can be made for either option, a review of history suggests that in times of political-social crises, the ones who survived were those who banded together, cooperated and worked for the common good.

In the '80s, the key to survival is collaboration with other people rather than independently retreating. Because in this day and age an abundance of resourceful people are clustered in towns and cities, one means of surviving might be to establish makeshift housing near a city so that some of the team members could bicycle into town and secure part-time employment.

The economic scenario presented here was conceived by the authors while reading *How to Prosper During the Coming Bad Years*. Howard Ruff, the author of that book, was asked to rank the 15 resources in the scenario as to their importance for survival of the team. These are his rankings and explanations: Humans can survive about three days without water but approximately three hours in cold weather without heat or warm clothing (1). Reasonably well-fed people can survive two to three months without food (2). Bicycles (3) can be used for transportation to the nearest town where group members could possibly find work. History demonstrates that when paper currencies fail, people resort to bartering and to using gold and silver coins (4) as a means of exchange. In a scenario like the Pioneers of the '80s, garden seeds (5), tools (6) and resource books (7) are all useful for survival. Team members could trade the ammunition (8) for needed supplies. The spare parts (9) and automobiles (10) could be used for repairs or in bartering for other necessary items. As a means of communication, the radios (11) could assist the team in maintaining contact with each other when separated. The mountain cabin (12) would be of little use except for emergency shelter. The baby crib (13) could be used as firewood. The IBM stock (14) and the life insurance policy (15) would be useless.

Meeting a Challenge: Guidelines for Victory

The following principles are simple yet very effective guidelines for successfully meeting a variety of potential crises whether it be your car running out of gas, a tornado destroying your home or waking up at night in a smoke-filled bedroom.

1. Keep a cool head; be actively calm and calmly active.
2. Be mentally prepared for any challenge.
3. Think and act with common sense.
4. Do not entertain doubt and fear. Remember, regardless of the difficulty, you have within you what it takes to triumph. Be practical; think positively.

Choose We Must

Serious bouts of recession and inflation, like most other potential catastrophes, are not necessarily beyond the range of our control. In fact, our day-to-day choices have an impact on the present and future course of our economic situation. By our attitudes and actions we choose either to control our economy, or we choose to be controlled by it.

Our time, our energy and our money are limited. Of necessity, we find ourselves constantly making choices: The choice of working extra hours or of devoting more quality time to family and friends; the choice of material growth or material sufficiency; the choice of being controlled by external circumstances—namely, the rat race—or taking control and leading a more relaxed, harmonious life. The choice is ours.

Before making a purchase, here's a good question to ask: Will this item result in simplifying or further complicating my life and my family's life? It is possible to spend less money, simplify complex ways, and at the same time weave into our lives more richness, creativity and joy.

In our daily decisions we decide which is more important—the quantity of our possessions or the quality of our lives. We can fuel or fight inflation or recession with the lifestyle we choose.

As the century has matured, the rugged, self-sufficient person seems to have disappeared. However, that pioneer spirit, that can-do attitude, that team spirit, that sense of adventure—though sometimes latent—is probably as strong as ever. It is just that the passivity we accept as part of so-called modern life has tended to dull and hide this creative, vibrant spirit.

To the extent that we rekindle the pioneer spirit, we can stay the hand of many potential crises and prepare the way for a very promising future. The literal meaning of the word pioneer is "one who goes before, preparing the way for others." For better or worse, we are indeed preparing the way, not only for ourselves but for many who will follow. In the balance of our decisions hangs the future of all those yet to come.

Embrace simplicity,
Reduce selfishness,
Have few desires.
Lao-tzu

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Politics, Public Policy and Home Economics Teachers: Six Steps To Involvement*

Carolyn Brink (right) with
Colorado State Senator
Claire Traylor

Carolyn Brink
Program Manager
Vocational Home
Economics Education
Colorado State Board for
Community Colleges and
Occupational Education

"Me involved in politics? Never!" This is a common reaction of professional home economics teachers when challenged to become politically involved. While many reasons are cited for avoiding political involvement, perhaps the most recurring, underlying reason is the belief that professionals should not become involved in this shady, contaminated area called "politics."

With the governmental system as it is, however, democracy makes political participants of all citizens. Senator Sam Ervin, chair of the committee on the Watergate investigation said:

> If men and women of capacity refuse to take part in politics and government, they condemn themselves as well as the people to bad government.[1]

Politics is the heartbeat of a free country.

History of Involvement

Home economists have been challenged to become involved in the legislative process since the early history of the profession. At the fourth annual Lake Placid Conference in 1902,[2] participants challenged their home economics peers to become politically active. At the most recent Lake Placid Conference in 1973,[3] 127 of the 234 participants mentioned one or more political tasks as important, immediate concerns for home economists. Kinsey Green, executive director of the American Home Economics Association, in her address at the 72nd annual American Home Economics Association meeting said:

> If we do not get involved extensively in the public policy arena as workers in party politics, as active participants in the formulation of platforms and positions, as contributors to the selection of officials and as office holders ourselves, we will not survive.[4]

Unfortunately, home economists' track record for political participation does not parallel their challenges to involvement. According to the 1979 American Home Economics Association membership survey results, only 22 percent of those who responded had ever communicated with a state or federal legislator or official; only 5 percent had served as a campaign worker for a candidate running for public office; and 6.5 percent had worked in an organized effort on public policy issues.[5]

No longer can home economists afford to be passive; nor can we approach political involvement in a random fashion. We need to develop strategies that will foster support from public officials toward issues of importance to the family and the home. During this time of increased emphasis on accountability and keener competition for fewer resources, home economics teachers need to address the concerns of the family by utilizing a positive, preventive approach. Concise impact statements documenting the positive results of programs need to be developed and shared with decision-makers.

Six Strategies for Impacting Public Policy

Establish a rapport with officials through personal contact. While many strategies have been identified for influencing political leaders, there is none more effective than *personal contact*. Developing rapport with a legislator is truly the basis for a reciprocal, credible relationship which is the cornerstone of influence. Personal contact, contrary to many beliefs, is not impossible. While legislators are very busy, they are more open and more accessible now than at any other time in recent history. The quality of the contact is the determining factor.

A real temptation in becoming involved in public policy formation is to make contact with legislators only at appropriations time. This is not enough. In order to gain rapport with the policy maker, and to establish a reputation as a respected, informed citizen, the home economist needs to establish and maintain a continuous relationship with the legislator. Through this on-going interaction, the home economist as a policy advocate will not be viewed simply as a "favor asker" but will come to be relied upon as a valuable resource.

Visit legislators in their home districts. How is this continuous relationship established? The first step is the most difficult to take, but it is also the most important. It is

*The author is indebted to Dr. Peggy Meszaros, Dr. Anna Gorman and Dr. Elaine Jorgenson for their encouragement and guidance.

[1]"In Defense of Politics," *The Royal Bank Letter*, 62, No. 5 (1981):4.

[2]*Lake Placid Conference on Home Economics: Proceedings of the Fourth Annual Conference* (Washington, D.C.: American Home Economics Association, 1902).

[3]*Lake Placid Conference on Home Economics: Proceedings of the Eleventh Annual Conference* (Washington, D.C.: American Home Economics Association, 1973).

[4]K. B. Green, "Against the Current," *Journal of Home Economics*, 73, No. 3 (1981):16.

[5]A. M. Fanslow, M. L. Andrews, M. Scruggs and G. G. Vaughn, *The AHEA Membership Survey Data Book: 1979* (Washington, D.C.: The American Home Economics Association, 1980).

suggested that the teacher begin by attending a meeting the legislator has called in the area. Congressional members are constantly returning home to keep abreast of voters' opinions, and they are truly pleased when constituents travel to see them. Elected representatives view local meetings as opportunities to receive input from their constituents so they value the exchange that takes place. Realizing this, the home economist needs to feel comfortable in asking questions and expressing opinions and ideas on issues.

Following the formal meeting, it is important that the home economics teacher visit informally with the lawmaker. Names are exchanged and the legislator is given the opportunity to identify the teacher's name with home economics and see the teacher as an advocate for the family. In this conversation the legislator is praised for any support of home economics s/he has given in the past. This dialogue provides the opportunity to "plant the seeds" for an on-going relationship that is to be established between the legislator and the teacher.

Reinforce personal contacts with follow-up letters. Within a few days following this meeting, the home economics teacher will write a brief follow-up letter to the official. The purpose of this letter is simply to reinforce the initial contact. Consequently, the letter need not be lengthy or detailed. An example of such a letter is given here.

525 30th Street
Newport, Arizona 80333
November 12, 1981

The Honorable John Clarke
House of Representatives
1408 Cannon House Building
Washington, DC 20510

Dear Representative Clarke:

I enjoyed the opportunity to meet and talk with you last Friday night at the Perry High School auditorium. As a home economics teacher, I found your comments related to the importance of home and family in the nation's economic recovery plan very accurate. We in the home economics profession certainly appreciate your understanding of our field and its focus on the family in preventive education. Thank you for your support. I look forward to future contact with you!

Sincerely yours,

Reinforcing personal contact with follow-up letters can strengthen the rapport that is being established as well as re-emphasize major points made at the meeting. When writing to a public official, there are some basic "do's and don'ts" to be observed. These include[6]

Do use personal stationery.
Do write in your own words.
Do address the official correctly.
Do use correct grammar and spelling.
Do be brief, specific and to the point.
Do include your address.
Do type the letter or write it legibly.
Don't present a tone that will alienate or cause the legislator to be defensive.
Don't send mimeographed or form letters.
Don't apologize for taking the legislator's time.
Don't take a righteous attitude of "as a taxpayer and citizen . . ."
Don't hesitate to write when there is a governmental question or concern.
Don't forget to write letters of praise and appreciation when appropriate.

Become involved in campaign activities. Following that initial meeting and follow-up letter, the teacher needs to maintain contact with the public official. In dealing with the realities of politics, home economics teachers should remember that developing personal contact through *campaign activities* is most appreciated by legislators. In his address entitled, "Does Congress Listen?" James P. Pearson, former U.S. Senator said,

> There is no sense in shading the truth; members appreciate and bestow special attention on people who help them raise the money necessary to get elected.[7]

Pearson elaborated by saying that politicians are more impressed by people who contribute in *raising* contributions than for an actual personal donation equal to that amount raised. Participation in campaign activities, continued correspondence and attendance at future constituent meetings can establish a strong foundation for a good rapport between legislator and home economist.

Communicate in the legislator's language. Times will arise when the home economics teacher will ask for the support of the lawmaker on resolutions that assist families. In doing so, it is important to talk in the politician's language by presenting reasonable, factual information that relates to the interest of the legislator. Legislators generally act upon legislation based upon how the bill will affect their home districts and their political interest in that district. In discussing authorization for programs that have positive effects on families, home economists should

emphasize the significance such programs play in the economic recovery plan
stress that prevention is less costly than remediation
document success stories
emphasize the importance of the home and family in the well-being of a strong, healthy society.

Speak in one united voice through professional organizations. Elected representatives receive input from every facet of society and many people are saying different things all at the same time. The diversity of communication can be overwhelming to the legislator.[8] Therefore, it is essential that home economists speak with one united voice. The 1977 formation of the coalition of the three professional organizations concerned with vocational home economics education (American Home Economics Association, the home economics section of the American Vocational Associ-

[6]Adapted from: *When You Write to Washington*, League of Women Voters of the United States, 1730 M Street NW, Washington, DC 20036.

[7]J. B. Pearson, "Does Congress Listen? The Art of Communication," *Vital Speeches of the Day*, 45, No. 16 (1980):41.

[8]D. J. Stratton, "How Associations Influence Public Policy," *Leadership*, 1, No. 1 (1980):28.

ation and the Home Economics Education Association was an excellent step in the right direction.[9] It is now the responsibility of individual members through coordinated efforts of these organizations to remain aware of what is being said and knowledgeable as to what can be done individually to promote further the efforts of the coalition at large.

Unfortunately, the day has passed when membership in a professional organization is a sufficient commitment to the support of public policy advocacy. Home economics teachers, now more than ever, need not only to belong to their professional organizations, but also to continue on an individual basis to nurture the seeds that have been planted by the association leaders.

The challenge has been issued! The well being of the home economics profession will be determined by home economists' action or lack of action in the political arena in the coming years. The future of the profession depends upon the quality and strength of home economics education programs. The image of the field is determined here; recruitment of future professionals takes place at the secondary and post-secondary levels. Quality programs are dependent upon resources and service which will be available only through assertive political action. The future success and effectiveness of the home economics profession will go hand in hand with the political involvement of its members. Home economics teachers have much that they can do!

[9]See this statement in *Journal of Home Economics*, 71, No. 4 (1979):12–16 or *Illinois Teacher*, XXII, No. 5 (1979):270–275.

The Displaced Homemaker, Work, and Self-Esteem

Willodean D. Moss
Head
Department of Home Economics
Berry College
Mount Berry, Georgia

"Help! After 15 years of marriage and ten children, I guess I am a 'displaced homemaker' and am going down for the third time. We cannot get welfare or food stamps—my husband owns too much and my name is on the property even though I can't touch it. The support money is not enough and I don't have a job yet."[1]

"I have reached the place where I don't give a damn. Death would be most welcome."[2]

These are personal statements from only two of the many displaced homemakers in our society. We don't know how many there are, although we know that the number of female-headed households since 1967 has grown ten times as fast as those of the traditional two-adult family.[3] Displaced homemakers are females about 99 percent of the time.

When a housewife or homemaker loses that job by divorce, death, disability or other circumstances s/he is called a "displaced homemaker." Because of no employment record and old or no job skills, the former full-time homemaker will probably have difficulty finding a job to become self-supporting.

Self-Esteem of Women

The circumstances of the displacement, age, family, socialization, and employment will affect how the displaced homemaker feels about herself and her circumstances. Clarke,[4] in describing the mature woman, said that she was "raised and educated in the forties and fifties when parents, educators, literature and the media over-emphasized the seriousness of finding and holding a suitable husband and bearing a series of carefully socialized offsprings; such women are often ill-prepared for life after 35 or 50" (p. 124). It would follow, then, that if there has been a divorce or death of the husband, the woman would have more problems adjusting to mid-life. Clarke[5] said that women who have devoted so many of their adult years to the care and feeding of family have often lost the ability to see themselves as a separate being with legitimate needs and aspirations.

Shainess[6] from experiences in her practice of psychiatry has classified the types of crises faced by her female clients as (1) trying to cope with abandonment, (2) self-destructive behavior, (3) reactions to surgery, (4) failure in a job or vocation, (5) life-cycle changes, (6) family disruptions, (7) suicide, (8) loss by death, (9) physical attacks, (10) serious illness, (11) marital changes or upsets, (12) infidelity, and (13) aging. She identified two major dynamics in each of these crises—the women had lost someone or something which was particularly significant to them or they were experiencing fragile identity and self-esteem.

Lack of self-esteem can be manifested in many ways. Brothers[7] maintained that the fears of mid-life changes in the lives of women result in some instances in severe manifestations. She suggests that some of these are:

1. Agoraphobia, a fear of open and public places, is found in mid-life women four times more often than in men.
2. Alcoholism and drug abuse are spin-offs of woman's mid-life crisis, her identity crisis, and her declining self-esteem. Suicide is a risk to the woman alcoholic and drug abuser. The median age for drug-related deaths for white and black men and black women is 28 but for white women it is 43.
3. Depression is the third major reaction that Brothers mentions as a mid-life reaction to stress.

The mobility of modern families is another detriment to the self-esteem of the displaced homemaker. She needs her support system of family, friends, and institutions located close by because she cannot afford to travel.[8]

Brothers[9] cited divorce, death of spouse, and lack of education as circumstances which create deep emotional and economic problems for women at mid-life. Dr. Brothers cited Drs. Nancy Scholassburg and Elinor Waters as saying that these mid-life women need help in identifying their strengths, interests and resources, as well as comprehensive information about jobs which might be available.

The Work Ethic Survey of Canada Manpower and Immigration[10] stated:

> The importance of work in our lives goes well beyond economic survival or the provision of discretionary income. Work allows us to meet people and make friends, and is a major determinant of our social status. Moreover, work contributes to our self-esteem, and by providing us with socially useful and challenging tasks, it fosters a sense of self-fulfillment (p. 61).

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[1]*Network News*, Displaced Homemakers Network, Inc., Washington, D.C., Vol. 1, No. 4, September 1979, p. 3.

[2]"Displaced Homemakers: Life of 'Quiet Desperation,'" *Lexington Leader*, Lexington, KY, Monday, September 17, 1977, p. D1.

[3]C. Eliason, "Neglected Women: The Educational Needs of Displaced Homemakers, Single Mothers, and Old Women" (Washington, D.C.: National Advisory Council of Women's Educational Programs, 1978).

[4]M. A. Clark, "Transitional Women: Implications for Adult Educators, *Adult Leadership*, 24(4) (December 1975), 123-127.

[5]*Ibid.*

[6]N. Shainess, "Treatment of Crises in the Lives of Women: Object Loss, and Identity Threat," *American Journal of Psychotherapy*, 31 (April 1977), 227-237.

[7]J. Brothers, *Policy Proposals on Mid-life Women's Problems*. Testimony given for the Retirement Income and Employment Income and Employment Subcommittee of the House Select Committee on Aging, May 7 and 8, 1979. Comm. Pub. No. 96-195 (Washington, D.C.: U.S. Government Printing Office, 1979).

[8]N. Hungerford and B. Paolucci, "The Employed Female Single Parent," *Journal of Home Economics* (November 1977), pp. 10-13.

[9]Brothers, *op. cit.*

[10]M. Burstein, N. Tiehaara, P. Hewson, and B. Warrandu, *Canadian Work Values*. Findings of A Work Ethic Survey and A Job Satisfaction Survey, Manpower and Immigration, 1975, p. 61.

A Study

The previously described circumstances pose many problems which need to be answered. I conducted a study at the University of Kentucky of widowed and divorced women to determine some of the factors which affected their self-esteem.[11] I asked whether the self-esteem of divorced and widowed women is affected by the following variables: marital status (divorced, separated, widowed, and the length of time since the displacement), education, employment status, work experience, present and past income, and services of a displaced homemaker center or some form of counseling? The findings showed:

- There were no differences in the perceived happiness scores and self-esteem scores for widows and divorcees.
- Age was not related to self-esteem scores.
- Education level, job satisfaction, past income, present income, and perceived happiness were positively related to self-esteem.
- Those respondents who were employed outside the home displayed higher self-esteem scores than those not employed.
- There were differences in the self-esteem scores between persons with different work patterns; those who worked outside the home at some time during their marriage had higher self-esteem scores than those who did not.
- There were no differences in self-esteem scores for persons who received counseling help and those who received no counseling help.

Although the research reported no significant differences in self-esteem scores for persons who received counseling and those who did not, those respondents who reported being helped by counseling were counseled most often by a minister/rabbi or by a friend. These sources are informal and more personal, and thus may have helped the persons in need to feel more comfortable.

Action

Berry College has responded to the need of displaced homemakers by offering low cost continuing education in areas such as stress management, health and physical fitness, money management, coping skills, child rearing skills, and techniques for better management of time, money, and energy in the home. The college also offers financial aid to those who want to pursue career updating or change.

Home economics teachers are uniquely qualified to act in helping displaced homemakers with both individual and collective action. You can also help by prevention. Some of the needs are:

- Lobby for state and national legislation which will specifically benefit displaced homemakers, male or female.
- Develop and encourage career planning for our secondary students.
- Emphasize the risks a full-time homemaker takes if vocational skills are not kept current.
- Develop programs with school counselors to encourage vocational preparation for all students.
- Encourage students to prepare for careers which may be cottage industries in the future, e.g., computer operators in the home.
- Conduct classes for the traditional and non-traditional students on estate planning, money management, time mangement, job hunting strategies, and discovery of skills and aptitudes as applicable to the job market.
- Develop, plan and execute adult education classes for people who are divorced or widowed, encouraging vocational education or updating of skills, and helping students evaluate their own experiences and aptitudes as they apply to the job market.
- Educate students to realize the relationships between positive self-esteem and physical fitness.
- Use positive methods of teaching and dealing with students so that they will have a more positive self-concept.
- Examine your own self-concept. Positive and happy teachers will pass that feeling on to those around them—fellow teachers, friends, students and their own families. After all, you are a home economics teacher and you are special.

Can you help?

Illinois Teacher wants to assist teachers with

"Improving the Teaching of Home Economics Without Spending More Money"

Send us an idea (or several) and we'll share them in the next volume.

—*HTS*

Developmental Principles for Preparing People to Work Effectively with Young Children

Verna Hildebrand
College of Human Ecology
Michigan State University

Knowing how children grow and develop is essential for the practitioner of early childhood education. With depth in the knowledge of child development, teachers and caregivers can plan and carry out programs that are child-centered and beneficial. Child development knowledge has grown from numerous disciplines over the past 60 or more years. This knowledge logically serves as a base for program building. The people who teach and care for young children are program builders and program adjusters. Professional teachers need a depth of knowledge in child development and an ability to individualize programs. Without this knowledge and ability, they are technicians rather than professionals. A technician might go through the motions, be able to manage typical situations, but would be baffled when a child or a situation didn't fit expectations.

Six of the major developmental principles will be presented with related applications suggested for children, for parents, and for teachers and caregivers.

Principle 1. Development takes place on a foundation that is already there.

We can go back to conception with this principle remembering how the sperm and ovum are joined in the fallopian tube. From that point on nothing new genetically can be added to the organism. These two cells have a synergistic effect; together they are able to accomplish feats that neither can perform separately. These cells unite, then divide and multiply. As they multiply, they diversify, providing the base from which all organs spring. From the point of conception, the genetic code of the species takes over and nothing short of miscarriage, abortion, or death can interrupt the process.

However, environment plays a significant part in the process of development from the point of conception on. Even in our early childhood classes we may be seeing the outcome in children whose early prenatal environment was deficient. For example, a mother of a hearing handicapped child may have had German measles which damaged the fetus in a critical stage of development. Through the processes of maturation and learning, the child changes, each change building on earlier development. It may help to think of development as a ladder from conception to old age with early stages being the foundation for later life and learning.

Each child has a wonderful body of human potential, sort of a diamond in the rough, that parents and teachers must polish through the early years, helping the talents and abilities to shine through.

In planning parent education, too, we build on this principle that development takes place on a foundation that is already there. Parenting skills must develop out of the parent's previous abilities and understandings. Parents have some foundation when they arrive at parenthood, even if it is a shaky foundation, especially if parenthood has been thrust upon them prematurely. New concepts, behaviors, attitudes, and feelings must be related to each parent's storehouse of concepts, behaviors, attitudes, and feelings.

Teachers and those preparing to interact with and teach children must also build on their knowledge base and abilities as they develop teaching and caregiving skills and knowledge. As planners of both pre-service and in-service programs we must know where our students come from, or we must spend some time finding out what their foundation is, because their development and progress in our program must take place on the foundation that is already there. Based on this information, we carefully sequence the experiences we plan to prepare them for responsible teaching and caregiving. Teachers, caregivers, and parents also have a diamond of potentiality which can be polished if we work at developing those talents that each individual possesses.

Principle 2. Development proceeds from the general to the specific.

In infants and children you know how this principle applies. The child can thrash his arms in large global movements before s/he can hold a spoon, or cut with scissors, or tie a shoe. A child speaks words, then phrases, and finally sentences containing the same structure used by adults in the environment. Another example is the child who calls small furry things "kitty" and later learns that some are rabbits and dogs. Or, the child learns to hold a book, then to listen while someone reads it, and still later to read from the book. Each example shows a behavior of increasing diversity. We must remember this principle when planning for children.

Adults, whether parents or teachers, also learn from the general to the specific. We get a global picture, then see the fine points both in parenting or teaching. Some instructors may be tempted to give too much detail before the student is ready. For exmple, I've usually left history of early childhood education until late in my courses. At that time I've found students are more curious about historical specifics and about philosophical differences than if these details are offered earlier. Theories and names of theorists may fall in the same category. In a basic child development course, Piaget's sensorimotor stage may be just something to memorize; whereas, a student teacher in a toddler group can really appreciate Piaget's insights and apply them to planning for the toddlers.

Principle 3. Development proceeds in stages.

Researchers over the years have described normative sequences or stages of children's development. For example, sequences or stages have been described for moving the body, hand skills, artistic expression, language expression and understanding, logical thinking, problem solving, social development, etc. Robert Havighurst called the stages developmental tasks suggesting that they helped parents or teachers recognize "teachable moments." Knowing developmental stages helps teachers and parents anticipate the child's next stage of development and to appreciate more

fully the growth and behavior of the present. For example, parents who record their child's early language can hear some of the linguists' theory in practice. By knowing normative stages, teachers and parents can plan space, schedules, activities, and guidance for children. Plans can then be polished as the teacher becomes well acquainted with the specific children in a group.

Parents, too, can make good use of stage sequences as they plan for their child. Parenting itself has its normative sequences. You are probably acquainted with Evelyn Duvall and Robert Havighurst's stages of the family life cycle. Their insights are helpful when working with families.

Teaching and caregiving persons need and use information on normative stages of both children and their parents. There are normative patterns for teachers and caregivers, too. For example, beginning teachers need to plan in greater depth, perhaps writing down more details, than they will have to do later. Teachers who have taught several years may experience "burn out" and may need to attend stimulating conferences or classes to restock their talent and motivation bank. Experienced teachers generally take crises more in stride than do beginners, realizing they've developed some skills for coping with crises. Certain conditions are typical of teachers in various stages of their careers.

You are taught early that everyone enters or leaves a normative stage at different moments. This fact leads to our next developmental principle.

Principle 4. Developmental rates and patterns differ among individuals.

The uniqueness of each individual child is a basic principle which must be taken into consideration as programs are developed for children. Rates and patterns of development vary from individual to individual. We always have children of varying chronological and developmental ages in a given class. Typically we plan a range of activities in our classes so that the youngest child or one who is tired or slow paced can move slowly, while one who is older or fast paced can move quickly. We allow children to choose their own activities from a collection of attractive centers in our rooms and yards. Materials and equipment are available for stimulating physical, social, cognitive, and emotional development. Of course, some learning activities challenge all four areas of development at once. A child may be quick in one area of development and slow in another. Through understanding individual differences, we avoid expecting the highly verbal child to be also a fast runner, or the social child to be the most creative. Researchers have found positive relationships between and among the areas of development, but correlations are not high in many cases and long-range predictions are unreliable.

Another aspect of individual differences is the way people differ in conceptual style. Some notice fine details and are more analytical while others are wholistic seeing the "big picture" more than details. Our programs must accommodate both styles of learners.

For parents and teachers, developmental rates and patterns will also vary from individual to individual and some will reach or have reached more advanced terminals than others. The uniqueness of each adult learner is one of the principles for us all to follow when designing in-service and pre-service programs and when interacting personally with students of any age or with parents. In our programs we must help individuals find their strengths and learn how to build on them. We may also help people honestly to assess their weaknesses and discover ways to compensate for them. For example, some people can't carry a tune. That shortcoming needn't deter them from a career in early education, and children needn't be left without music. There are ways to compensate. On the other hand, a person gifted in music can be a marvelous catalyst for all the teachers in a unit, helping them polish their musical diamonds, so to speak. Individual assets should be allowed to shine for the benefit of all.

Principle 5. The early years of development are of vital importance because they come first.

The early weeks of pregnancy, the early months of mothering, the early days of school all have the common component of being the beginning of something new for the individual. In the case of pregnancy the first trimester sets the stage for later health. In the early months after childbirth, bonding, attachment, and a sense of trust and security occur relating the child to the parents. This, too, is a critical period. Starting to school, whenever it occurs, is also significant because it gives the child a first and lasting impression of life outside the home. We have recently become well aware of how gross neglect, child abuse, and malnutrition during early years have lingering if not permanent effects. The recommendations for treatment and education of children with handicapping conditions point to the early period of life as being the time to give help, if we want that help to be most effective.

Two Michigan State University researchers, Drs. Vern Seefeldt and John Haubenstricker have studied motor skill development of young children, recording via movie film the progress each makes over time. Their studies show that if children fail to achieve a certain level of locomotor skill by age five that even with one-to-one tutoring they will be unable to catch up to their more skilled peers. Lack of these basic motor skills impedes these children's participation in the games and dances of the later years and helps contribute to negative self-images for these children.

In stating this principle, I am well aware that two prestigious Harvard psychologists disagree on the importance of the early years. Jerome Kagan suggests that children will catch up while Burton White argues that competency is rooted in the early years. The data are not all in on this controversy. At this point I think it is basic that parents and early childhood educators continue the attitude that the early years are extremely important. This is the period when physiological, psychological and social foundations, on which the person builds throughout life, are laid. Concern for the early years does not mean rushing children into later stages prematurely, but supporting adequately their tendencies to grow and learn.

Principle 6. The developing individual strives toward health and to reach a maximum potential.

From the early days of life, the baby shows an inclination to grow, develop, and become independent. The internal physiological systems have mechanisms to keep the body healthy. Those who care for infants are soon aware of the thrust toward autonomy as the baby makes efforts to control the environment and enjoys doing so. For example, the baby cries with hunger, then crows with happy recognition upon seeing the familiar caregiver bring the bottle. Or, the baby discovers that kicking hard in the crib makes the mobile overhead move and the bell jingle. Liking the stimulation, the baby kicks again to get the sequence activated and smiles happily in the process. The toddler grabs for the spoon, in

effect saying, "I want to feed myself." Through imitation and by creating new movements, the toddler discovers the new potential his/her body possesses.

Psychologist Abraham Maslow called the tendency toward optimum health "self-actualization." Maslow was "fed up" with psychological theories which focused on misery, conflict, shame, and hostility, and he proposed a theory that takes account of gaiety, exuberance, love, and well-being. Maslow's ideas fit with most early childhood educators who would find their work very depressing if they felt there was no hope for growth in a positive direction for the children and parents in their programs.

When working with either children or adults, this positive, hopeful orientation seems essential. Surely there are very few individuals for whom hope is really unrealistic. Our role as leaders includes recognizing the strengths a person has and building on those strengths, helping an individual see talents s/he has not noticed, and helping the individual compensate for real or imagined inadequacies.

The work with the handicapped comes to mind here. You may see people who are weak in the legs but have lots going on in their heads. Perhaps another is blind, yet has unusual talents in music.

All of our minority peoples possess the striving for self-actualization. With proper attitudes, opportunities, and encouragement they can reach new potentials. Many behaviors of minorities once labeled "inadequate" or "handicapping" by the majority of society are found to be very growth-producing when they are objectively studied. For example, strong family solidarity is a blessing, not a fault, yet it has been labeled as a "problem" by some researchers.

Believing that the individual strives toward health and maximum potential is of paramount importance in our early childhood work. A strong, fervent belief in the potential of children, parents, and our own colleagues to achieve health, a high level of performance, and positive gains must be behind our efforts in preparing people to work with children.

HOME ECONOMICS EDUCATIONAL DYNAMICS (HEED)

Ten Positive Achievement Motivational Messages for Home Economics Teachers

by Don Rapp, Ph.D.

This second "instalment" of HEED from Florida State University is based on Eric Erickson's theories of human development and there is a separate taped message for teachers for each Erickson "level": Trust vs. Mistrust; Autonomy vs. Shame and Doubt; Initiative vs. Guilt; Industry vs. Inferiority; Identity vs. Role Diffusion; Intimacy vs. Isolation; Generativity vs. Stagnation; Integrity vs. Despair. I enjoyed listening to the tapes and I think you will.

For further information, contact the author at the College of Home Economics, Florida State University, Tallahassee, FL 32306.

Techniques for Preparing People to Work Effectively with Young Children

Rebecca Pena Hines
Parent-Child Development Center
Houston, Texas

How do you prepare people to work effectively with young children? My thoughts and ideas have been derived primarily from my study and experience as a staff member at the Parent-Child Development Center (PCDC) in Houston, Texas, and as a consultant to many Head Start Programs in Texas. We learn from experience, but experience alone is not sufficient. Neither is "book knowledge" alone sufficient to make us effective educators. A combination of both knowledge *and* experience is necessary.

To be a teacher of teachers we need: (1) experience, which gives us credibility in the eyes of our students, (2) a sound base of knowledge of early childhood education and child development and the ability to articulate it, *and* (3) an understanding of how adults learn. Just as experience gives one credibility in the eyes of students, the knowledge and understanding one has will undergird what one tries to teach. Explanation of the theoretical knowledge base will provide students with reasons why it is desirable to learn and use new skills and behavior. Knowing the *why* of things helps them to internalize new learnings.

A Brief Description of PCDC

The Parent-Child Development Center is funded by the Office of Children, Youth and Families in the Department of Human Services. It is a ten-year-old parent educational program that serves families with children under three years of age. It is located in an area of Houston that has a high concentration of Mexican-American families and is, therefore, a bilingual/bicultural program. The program lasts two years with the first year being a home-based phase in which mothers are visited weekly by qualified home visitors. The second year is a center-based phase in which the mothers and their toddlers come to the center for three hours daily. The main thrust of the program for mothers is education in parenting and child development. In addition, mothers participate in other activities that are of interest to them as homemakers, such as nutrition, sewing, consumer buying and budgeting. Learning English as a second language, health care, and driver education are other activities that are also popular with the mothers.

In addition to activities for mothers and their children, activities are planned for the whole family as a unit, along with other families, often alumni of the program. Family activities are held on weekends and in the evenings so that fathers can be involved. We know that the father's role in the child's development is very important, and in the program, where almost 100% of the participant families are intact, we have had more than average success in involving fathers.

In addition, social services and medical services are offered to the families. The goal here is to help families become familiar with and utilize existing community services that will help them meet their unique family goals and needs.

Staff Development Is An Essential Part of Program

An essential part of the Parent-Child Development Center program is staff development. The comprehensiveness of the program requires preparation of staff in many areas including child development, early childhood curriculum, teaching skills, parenting skills, working with adults in the home as well as in groups, team effectiveness, and dimensions of family functioning such as communication, decision-making, and role relationships. The Center staff is diverse in terms of abilities and backgrounds, and educational approaches and methods have had to be varied and diversified as well. It is quite a challenge for a leader to meet the needs of a staff that includes professionals and paraprofessionals who possess education levels ranging from college degrees to a third grade education.

Everybody who is hired realizes that staff development is an integral part of the program. It occurs every week and sometimes daily as well. It occurs in large groups, for example, when the total staff is involved in a workshop; or in small groups, such as when all the home visitors meet together; or when all the children's teachers learn together. It may take place on an individual basis, such as when a supervisor accompanies a home visitor to a home.

In whatever way learning occurs, the director or the educational coordinator who has the primary responsibility sets the tone and is responsible for its quality and effectiveness, and for making sure it happens.

Responsibilities of the Leader

Teaching others to do what one does well is not an easy task. It requires a different set of skills. It is further complicated when a teacher educator also carries out other roles such as director of a program, or teacher, or parent involvement coordinator. Roles become complex and difficult to carry out effectively when they are mixed. Nevertheless, mixed responsibility is a reality in many programs, and we have to use our resources and creativity to overcome difficulties and carry out our work effectively.

The teacher of teachers must draw from a solid base of experience as a teacher, as well as from theory, as plans are made and carried out with staff. One must understand how adults learn and must know the staff members well in order to meet their needs. One must make wise use of resources, both material and human, to carry out effective education. For example, learners themselves can serve as resources to each other as they are given some responsibility for sharing with others what they have gained. Under supervision, a good teacher can prepare teacher aides or help a less experienced teacher. In this way, the more experienced person improves as a teacher of both young children and adults. The teacher of teachers may find the following guidelines helpful.

I. Focus on the positive traits and behaviors of the learner. We will be far more effective if we start with the learner's strengths, the positives.

II. Offer the teacher a variety of choices for action when critiquing any behavior or action. A variety of suggestions gives the teacher some role in decision-making and allows a choice that fits her or him. I believe that we should never take something away from a teacher through criticism unless we offer some alternatives from which a choice could be made.

III. Make your interpersonal relationships consistent with your own advice. If we expect teachers to see the positives in their children, then we must set a consistent example by being positive ourselves. Consistency is the key. We cannot advocate one thing and do another.

IV. Avoid using judgmental comparisons between teachers to motivate them to improve. We need to see teachers as individuals with unique teaching styles and differing strengths and weaknesses.

V. Take time to be sure the staff is fully aware of what they can expect from your style of teaching. Set the stage by sharing with them your approach. For example, before any teaching takes place, orient the staff as to how you will proceed, what you will do. If you plan to use observation to assess needs, let them know when and how often. If you will use an observation check list, share it with them. Tell them how you will use the observations and how feedback will be given to them.

If you plan to use modeling where you actually go into the teacher's classroom, learners should know this. As leaders, we must be respectful of the teachers and what they consider their domain, their classrooms. However, staff must also understand what your responsibilities are and how you plan to be in their classroom, whether it is merely "to help" which can be a form of *indirect modeling*, or whether you expect to *model* another way to do something—not necessarily a *better* way, but *another* way.

VI. Avoid setting yourself up as "the expert." We have ideas and skills to share which they may or may not wish to incorporate into their own style. Setting ourselves up as "experts" to be imitated may create resentment. Respect for you will come sooner when you respect the learners and their right to decide for themselves what best fits them.

VII. Accept teachers' suggestions for addition to the program. Let teachers know from the onset that you welcome their ideas for topics and that you will also offer your own ideas for topics based on what you observe their needs to be.

VIII. Use variety in techniques to meet individual styles of learners. Some may learn from verbal instructions, others may learn best from watching, while others may like to have a skill broken down and analyzed before being able to incorporate it and make it their own. Your skill will be challenged in presenting the ideas in varying modes.

IX. Help learners appreciate how improving their skills helps children. The long-range goal is helping children reach their maximum potential. Thoughtful, skilled teachers and parents can contribute immeasurably to this goal.

X. Realize that you, too, can grow in knowledge and understanding. You'll gain information and ideas from workshops and conferences, and from conversations with other early childhood and child development professionals that you can bring directly back to your programs to share with your staff. Remember to let them know immediately some of the new things you've learned, so they won't think that while they worked you had a vacation!

Are you seeing . . .

Current Consumer and Lifestudies

the periodical that merged Current Consumer and Current Lifestudies last fall? The editors call it "the practical guide to real life issues." It is written for students, must be ordered in sets of at least 15 copies (at $4.50 each in U.S.), and may enhance your teaching effectiveness and save you some time. It contains no advertising. Address is

Curriculum Innovations, Inc.
3500 Western Avenue
Highland Park, IL 60035.

FAMILY LIFE EDUCATION:
Methods of Delivery, Topics and Audiences

Ann K. Mullis
Ronald L. Mullis
Department of Child Development
and Family Relations
North Dakota State University

Local and national concern for more parent involvement in programs aimed at helping families has fostered the need for more relevant family life education. Despite the plethora of parent education information available to parents, research evaluating their adequacy has been relatively sparse (Pinsker & Geoffroy, 1981). When popular methods for educating parents are compared, each method is "best" at whatever is the focal point (Beutler, Oro-Beutler, & Mitchell, 1979; Pinsker & Geoffroy, 1981). For example, when parent effectiveness methods and behavior modification methods have been compared, one finds that parent effectiveness is "best" at increasing family cohesion and reducing family conflict while behavior modification is "best" at decreasing parents' perceptions of misbehaviors. This indicates that a single source of childrearing information and a particular kind of information presented will not meet the needs of all parents. Sources of childrearing information as well as the kinds of information sought by parents continues to change with the ever-increasing demands placed on parents.

Study of Family Life Education Needs

In an attempt to identify family life education needs and current information sources about childrearing, we conducted a survey of families in a midwestern state (Mullis & Mullis, 1983). Fifteen hundred families were chosen through randomly selected schools in each of eight state planning regions. In each of the cooperating schools, children in first, third, and sixth grades were given a questionnaire to take home to their parents. A total of 819 families returned the questionnaires. The analysis of these questionnaires indicated that "people" sources of childrearing information were rated as primary sources of information on childrearing (see Table 1). These "people" sources included: pediatrician or family physician, parents, teachers, friends, and parents-in-law. "Non-people" sources highly utilized by parents, both urban and non-urban were books and magazines.

Parents' needs for information covered a wide range of family life topics. Of twenty-eight childrearing topics presented to parents, the six topics with the highest percentage of ratings were discussing difficult topics like sex, death and divorce (73%), building self-confidence (70%), thinking and problem solving (62%), guidance and discipline (60%), teaching enjoyment of learning (57%), and assisting growth and learning (56%). Again, no urban-nonurban differences and only slight parental age differences were found.

TABLE 1. Use, Helpfulness and Parents' Preferences for Sources of Parenting Information

Sources	Percent Using N = 819	Percent Rating Helpful N = 819	Preference Rankings of Sources N = 819
Pediatrician or family physician	83	72*	2**
School guidance counselor	17	47	17
Teacher	77*	54*	4**
Minister or other church personnel	38	62*	13
Cooperative Extension Specialist	10	48	19
Your parents	78*	67*	3**
Your parents-in-law	63	62*	7
Relatives	60	56	8
Friends	74*	52	5**
Babysitters	19	30	17
Television	51	24	10
Books	85*	63*	1**
Classes and discussion groups	38	55	13
Magazines	69*	37	6**
Newsletters	24	39	15
Newspapers	43	21	11
Pamphlets	52	33	9
Radio	23	29	15
Mental health center	14	59	18

*The 6 highest percentages
**The top 6 rankings

Implications for Family Life Educators

These data have important implications for family life educators and child care specialists relative to planning parenting programs including methods of transmitting childrearing information, and selecting an audience for various family education programs.

Delivery of Childrearing Information

A common method for delivery of childrearing information is through print media (newsletters, newspapers, magazines, pamphlets, and books). With the exception of books and magazines, parents reported low usage of the print media; when newsletters, newspapers and pamphlets were used, they were not found very helpful. On the other hand, the parents reported high usage of "people" consultants as sources of information. This suggests a need to use alternative methods for optimizing the spread of family life information such as providing programs for those sources of information used by parents. Perhaps this would mean that secondary groups such as teachers, grandparents, pediatricians and friends would be valuable targets for family life education as well as parents themselves.

Initially these secondary sources could be identified by parents and, in turn, contacted by family life educators via mailings or direct telephone contacts. Of course, it may not be feasible for all secondary sources to be involved in a similar manner. For example, professionals such as teachers and physicians may be very receptive to informational materials such as newsletters or brochures.

Relatives, parents and in-laws may be more accustomed to formal or informal discussion groups dealing with parenting issues. Perhaps the "sensitive topics" listed above may be a good beginning for informational exchange. Teachers are often in an excellent position to use other "secondary sources" as consultants in discussing these issues with parents. For example, a panel of a physician, minister and family life educator could present facts related to sensitive topics. These could then be discussed in a supportive environment by parents who could get answers to their questions.

The data also suggest that parents do not seem to associate some sources with family life education, e.g., ministers, church personnel, cooperative extension specialists, mental health organizations, school guidance counselors. If these groups are to serve as effective sources of family life education, perhaps they need to develop their image as providers of parenting information as well as utilize more effective information-sharing techniques in their programs and to present their positions in contexts that are familiar to parents.

Parenting Topics

Crase, Carlson, and Kontos (1981) reported that parents use multiple sources of parenting information and desired diverse kinds of information. Data from our study support this finding and may indicate a need for family life educators to approach programs with this in mind. Beyond this, though we found that the grouping of parents for training purposes based on the similar age of their children may be insufficient. We found many parents, who were close in age and had different aged children reporting similar needs for childrearing information. Perhaps the age of parents and their specific informational needs may prove to be better bases for developing parenting programs than age of child. Moreover, in terms of target audience, family life educators may want to seek out smaller groups of parents with similar information needs rather than larger groups of parents who might have a broader range of interest. Hence, the range of influence by family life educators can be expanded by targeting specific groups of parents with specific needs.

The topics of interest to the sampled families were quite clearly defined. It is interesting that parents wanted information on approaching "sensitive" topics like sex, death and divorce with their school age children. This implies a need for educators and other professionals to provide parents with age-appropriate, factual information on these sensitive topics. To do this, it becomes extremely important to consider specific backgrounds and concerns of parents because they bring personal values which must be taken into account. Family life educators also must recognize that their own beliefs and values about certain topics may not be shared by some parents. Efforts must be made to hold discussions in which both parents and family life educators can share views about the best ways of dealing with volatile issues, and the parents' "people" sources and their children may need to be included, too.

Get-acquainted meetings may be a good way for family life educators to express their general philosophies about childrearing information. Placing an emphasis on the *exchange* of information will facilitate the development of mutual strategies for selecting appropriate parenting information and transmitting information. Such meetings are best planned for a time when both parents are available. Furthermore, family life educators may decide to utilize the services of resource persons when topics are beyond their expertise or make them feel uncomfortable.

In sum, once the sources and topics of parenting information are determined, it is important for family life educators to seek feedback from both parents and "people" consultants about the effectiveness of the parent education strategies. Efforts should be made to encourage the free exchange of feelings, attitudes and personal experiences. Educators may wish to evaluate their personal effectiveness as family life specialists by answering such questions as "What have I learned?" "What have I relearned?" and "How do I feel about the topics and my teaching techniques?" This kind of feedback provides an ever-responsive and ever-changing program for meeting the needs of parents for childrearing information.

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Wisdom is insights derived from past experience, weighed and digested.
—Adlai Stevenson

A Teacher Educator Returns to the Secondary Classroom: One Model

Sally L. Hansen
Associate Professor
Home Economics Education
Florida State University

Teacher education courses at the university/college level are often taught by professors who started their careers as public school teachers many years ago. They were prepared as teachers, taught successfully for a number of years in the public school and for a variety of reasons decided to pursue graduate degrees. Having received a higher degree, especially a Ph.D. in Home Economics Education, the job opportunities at the university level became so attractive that returning to the public school was no longer an option. As a result, many Home Economics educators have not taught in a public school for ten, twenty, or more years. Student teachers and supervising teachers often ask them such questions as:

> "When were you last a teacher in a public school?" "If you haven't taught for the last twenty years, what do you really know about schools and students in 1983?" or "How long has it been since you put in a day like we have, starting school at 7:30 a.m., 3 different course preparations, 5 classes a day and 30 minutes for lunch?"

As a Home Economics teacher educator who was in the category of not having taught in the public schools for twenty years, I decided to take a sabbatical leave and arrange with a local school district to be employed in a teaching role for one semester.

School administrators and teachers were overjoyed to hear that a university professor wanted to get back into the "real world," but they had no mechanism or model, and often no financial resources to employ such a person. Fortunately, a school district did exist that was willing to develop a plan allowing one to obtain secondary teaching experience as well as to pursue some goals that the district had in mind for Home Economics. The model/plan that will be described was a joint effort of the Director of Secondary Education, the Director of Vocational Education, the Supervisor of Vocational Education and me (an associate professor), along with the cooperation of the four high school principals.

Development of the Model

The district in which the model was developed had four high schools and six middle schools. The first decision that had to be reached was whether I would work with all of the schools or concentrate at one of the levels. Decreases in Home Economics enrollment at the high school level over the past six years made that level a natural target for a Master Plan to initiate change, with the ultimate goal being an increase in enrollment. Middle schools would be visited, consulted with and involved in the overall schema, but not be part of the model. Four major tasks were identified as ways of providing me a variety of experiences and at the same time increasing the visibility and viability of Home Economics. They were:

1. Demonstration teaching in each of the four high school home economics programs in the district.
2. Initiation of FHA/HERO chapters in each of the high schools.
3. Development of curriculum for Family Life and Life Skills Education.
4. Formulation of student recruiting plans with Home Economics departments in each of the four high schools.

The next step was to work out the logistics of the model and develop a workable schema for me and for the teachers in the district. I had to obtain a secondary teaching certificate from the state of Florida since I had let mine lapse over the years and had to be placed on the teacher pay schedule used by the district, based on education and years of public school teaching experience. Because I would be working with all of the high schools I was called a "Resource Teacher" and was given a desk and space in one of the four high schools. With the agreement of teachers in the four high schools, I worked out the following plan for the semester:

2 weeks—Observation, visitations and public relations with each of the four high schools.

3 weeks—High school #1, demonstration teaching

2 weeks—Develop plans for initiating FHA/HERO, visit half of the middle schools, start curriculum development for Family Life and Life Skills course.

3 weeks—High school #2, demonstration teaching

2 weeks—Develop initial ideas and plans for recruitment and visit the other half of the middle schools, as well as continue development of Family Life and Life Skills course.

3 weeks—High school #3, demonstration teaching

3 weeks—High school #4, demonstration teaching

1 week —Final report to the district and exit meetings with teachers and district personnel.

Analysis of the Model

An analysis of the plan and the accomplishments, or in some instances lack of them, is necessary in reviewing the model and recommending it to other teacher educators and school districts. I assumed full responsibility for one class of each teacher in a school for three weeks. In some cases I learned more from observing the regular classroom teacher

than the teacher could possibly have learned from observing me struggling to teach an age group I had not worked with for many years. Three of the schools had two teachers in the Home Economics department and one school had three teachers. This plan gave the regular teacher one additional hour a day to work on a specific task that she wanted to accomplish. The teacher could earn in-service points for the task if she wrote out her plans and had them approved by the local Teacher Education Center. Some teachers chose to do this, while others did not. In all instances the teacher, teacher educator and supervisor of Vocational Education met prior to the teacher educator's actually teaching classes in order to plan how the teacher might best use the time she would have available. In some cases observing the teacher educator teach and working on updating curriculum or visiting other schools was a part of the plan. In other cases a specific project such as exploring the use of computers in the Home Economics classroom was undertaken by a teacher.

In general, the teachers were receptive to having a teacher educator in their classrooms, and the students thought it was great to have a "college professor" teaching them. The only negative part of the experience from my standpoint was that I just got to know the students in three weeks and then had to move on to another group of students. The long-term rapport and teacher-student relationship that comes with continued contact could not be accomplished in three weeks. The positives were that I was able to work with a great many different students in diversified subject matter areas and was exposed to four different schools all in one semester. My experience in the classroom setting varied with each school I worked in and to a great extent reflected the general atmosphere and structure of the school as a whole.

Initiating FHA/HERO chapters in each school was a district goal and could only be accomplished by getting teachers in each of the schools committed to organizing a chapter. The district had not had FHA/HERO chapters for many years and felt this should be a part of the overall home economics recruitment effort and visibility plan. The state director of FHA/HERO was located in the city where I was employed, and was extremely cooperative and receptive to providing local teachers with in-service education and updated materials. In addition to motivating teachers to start FHA/HERO chapters it was also necessary to stimulate student interest in joining. With the assistance of the state director of FHA/HERO and the regional consultant of Home Economics, I arranged to have two state FHA/HERO student officers visit each of the four high schools and speak to the newly formed chapters about activities and opportunities the club could provide to its membership. During the one semester I was involved with the schools, three of the four schools were successful in their efforts to start an FHA/HERO chapter. The credit in each case can be accorded to a teacher taking responsibility and leadership for getting a chapter organized and integrated into the classroom activities. I served as a resource person, activator, and in some cases a persistent "pest" to keep teachers aware of ways they or their students could be involved in FHA/HERO activities.

Development of curriculum for Family Life or a Life Skills course took an unusual turn of events. Home economists in leadership roles at the state level became interested in developing a new statewide, one semester, course in Family/Life Management Skills that could be piloted in a number of school districts. The anticipated outcome was that such a course would appeal to a large number of students and thus increase enrollment in Home Economics. I was asked to serve on a committee that would develop a rationale for a new Family/Life Management Skills course as well as identify the major concepts to be taught. Concepts and sub-concepts were identified and a title, as well as an acronym "FACTS," meaning "Families and Children—Tomorrow's Success," was chosen. The four major concepts that were identified as a part of the course were: Personal Life Skills, Home and Family Skills, Parenting Skills, and Resource Management Skills. Sub-concepts were also identified under each of the four major ones, and a brochure was printed through funds made available by the State Department of Education/Vocational Education. The brochure was to be used with school districts and with students as a means of introducing the course. The supervisor of Vocational Education for the school district in which I was employed and I had both worked on developing the new course and decided to investigate the possibilities of piloting the course in that district. The supervisor of Vocational Education was willing to assume responsibility for contacting the people who needed to approve the new course and follow up on the implementation and evaluation that would be needed during the next academic year.

The final assignment that I had was to assist individual schools with a recruitment plan. Of all the challenges I faced, this one was the most difficult and probably least successful. A district-wide committee of teachers at both the middle school and high school level was appointed to pursue various methods of recruiting students. The committee decided that a professional-looking handout that could be used by all four of the high schools would be one product that the committee, with the assistance of the district, might produce. Also they recognized the importance of involving their currently enrolled students in the recruitment process. Students who have taken a Home Economics course and who feel positive about the program can be the best publicity. In addition to each school working on recruitment, the district provided a half-day of in-service education for teachers on the topic of recruitment. However, developing a plan of action was to be on an individual school basis. The creativity of the teacher, her ability to find new ways to interest students in home economics, as well as her own personality were all factors in the success of the actual recruitment process.

A "spin-off" of recruitment and visibility for Home Economics was a joint venture with the Director of School Food Services, teachers, the school cafeteria and me. Home Economics students were able to become involved in a recipe testing project in the Foods and Nutrition classes. The main idea of the project was to have students choose favorite or new recipes that might be eventually used in the school cafeteria. The recipes had to be approved by the Home Economics teachers, the Director of School Food Services and eventually taste-tested by students in the school cafeteria before becoming a part of the school lunch program. Each month a different product, such as desserts, breads, or casseroles, was chosen as the one for recipe testing. Students in the Home Economics classroom enjoyed finding and/or bringing in recipes, and students eating in the cafeteria enjoyed testing the new product, especially when they found out it was free. The only restriction placed on taste-testers was that they fill out an evaluation form on the product. This project certainly created visibility for the Home Economics department and also received publicity district-wide in school newsletters and newspapers.

Summary of the Semester Plan

One semester of returning to the secondary classroom provided me enough experience to recognize what I had forgotten over the years and I gained some new insights and awareness of what it is like to be a teacher and student in 1983. My role as a change agent within the district was to serve as a catalyst and to begin instituting change within the four schools, but certainly not to bring about dramatic changes in one semester. The entire experience validated some hypotheses I had about teaching and about change. These might best be summarized in the following statements:

1. Teachers and teacher educators need to be aware and knowledgeable of the current resources available to them. This includes texts, audio-visual materials, teaching aids and kits, free and inexpensive pamphlets, booklets, etc., and resource people in the community.
2. Planning, perhaps "overplanning," and variety in a lesson are essential for the teacher to feel confident and to create an environment in which students also feel that what is being taught is important to learn.
3. Learning students' names and calling them by name is a tremendous help in curbing discipline problems.
4. Having a minimum of classroom rules and enforcing them fairly for all students is essential.
5. The personality, creativity, and enthusiasm of the teacher are a key factor in what happens in the classroom.
6. Change often occurs slowly and can only be brought about if people are willing to change their attitude and behavior.
7. An outside person, whether it is a supervisor or teacher educator, can provide leadership, new ideas and create enthusiasm, but the real change and direction must come through the classroom teacher.

It is still the classroom teacher who is the most important element in the success of a Home Economics program. Outside persons can supply innovative ideas, leadership and stimuli, but they cannot bring about any real change without the cooperation of the classroom teacher. Her enthusiasm, interest in her students, willingness to try new ideas and go the "extra mile" are essential in what happens in the classroom and to the Home Economics program. This places both a burden of responsibility and an opportunity on the teacher, as well as a challenge. It also made me aware of the critical role that teacher education at the university level plays in preparing teachers for their multi-faceted role in today's schools.

What Can We Teach While They're Sewing?

The clothing laboratory is valuable for many reasons beyond the opportunity to learn the skills of clothing construction. In addition to the *processes* involved in creating a garment and the *product* students have when they finish it, there are many other learnings possible. Some may be planned deliberately in advance, some may be decided on the spot as things happen (even teaching calmness in an emergency when a machine needle goes through a finger and the need to see about tetanus shots!), and some remain in the "hidden curriculum."

There is always talk during a sewing lab, so what do you talk about? Does the teacher ask questions about the cost of the garment, the cost of a similar one ready made, the number of hours required to make it? Or speculate about the working conditions or wages of those who make such garments in the factories?

Is there any talk about the value of skill development in relation to self-esteem? Or the use of income? Or the opportunity to use the skill in fostering better human relationships?

Is there discussion of where the garment will be worn and how the wearer will feel in it? Or what can be worn with it? or how long it is likely to last? Or how it should be cared for?

What values are being developed as the student learns to sew? Is there any mention of conservation of resources? Or using old garments to make new ones? Of mending old ones to extend their useful life?

Are there "learning stations" in the lab where students can obtain new information while they wait their turn for teacher help?

Do students ever demonstrate or explain to each other a learned skill or a bit of knowledge?

If our publics could understand what we teach "while they sew," would we be so criticized for teaching only "cooking and sewing"?

More on this late! What ideas can you share?

—*HTS*

Notes from

A Study of Schooling: Some Findings and Hypotheses,
by John I. Goodlad, Dean of the Graduate School of Education, UCLA

This article in the *Phi Delta Kappan,* March 1983, is a summary report of a monumental study of junior and senior high schools throughout the country by the author above and Ralph Tyler. Four earlier articles in the *Kappan* contained other information about the study and another will follow in April 1983. Goodlad has also written a book on the study entitled *A Place Called School* (McGraw-Hill, 1983), in which he says that there is "no useful place for the factory model in seeking to understand schools."

How do teachers teach? What are students taught and not taught? And why?

These are some of the questions posed as teams of more than 20 persons observed 1,016 classes and interviewed hundreds of teachers, principals, parents and students all over the U.S. They found that:

- about 70–75% of class time was spent on instruction
- about 70% of instruction time was "talk," with three times as much of it by teachers than by students
- the "nonverbal" time was spent working at the teacher's desk, observing and monitoring students, or moving about and interacting nonverbally
- half to nearly two-thirds of the instruction time was used to "prepare for and clean up after assignments, listening to teachers explain or lecture, and fulfilling written assignments. About 16% was reported for physical practicing and performing, nearly 6% for taking tests and quizzes, and 7½% in "nontask or nonassigned behavior."

Observing demonstrations took, on the average, 1.7% of the time, discussion 5.2%, simulation and role playing 0.2%, reading 1.9%, and activity involving the use of audio-visual equipment 2.9%.

Dr. Goodlad deplored this lack of instructional variability. He also deplored the lack of "affect." He saw little or no emotion, enthusiasm, or feedback-with-guidance to assist learning.

"Few activities call for or even permit active student planning, follow through, and evaluation. . . . Small group activity is rare. . . . [There is] minimal movement, minimal student-to-student or student-to-teacher interaction, and low, nonintimate affect."

"Students listened and they responded when called on. . . . But they rarely planned or initiated anything, read or wrote anything of some length, or created their own products. And they scarcely ever speculated on meanings, discussed alternative interpretations, or engaged in projects calling for collaborative effort. Most of the time they listened or worked alone. The topics of the curriculum, it appeared, were something to be acquired, not something to be explored, reckoned with, and converted into personal meaning and development."

"My mouth waters over the ways the money spent could be put to better use," said Dr. Goodlad.

Mine does too! Surely home economics teachers can do better than this. And surely we will!

—*The Editor*

Foods and Nutrition—A Mini-Unit for Grades 6–10*

This is Part V, the final lesson in our series which integrates principles related to nutrition, food preparation, food buying, meal planning, energy use, and even family relationships. You may feel free to photocopy for your students' use.

The focus in this lesson is the meal. It incorporates the foods from the previous four lessons and shows how they go together to make an attractive, nutritious luncheon.

As noted before, the suggested lesson format is: (1) Students read the "story" and accompanying material when provided, (2) they take the "test" to stimulate interest and curiosity, (3) they prepare the food, display and taste it, (4) they discuss the whole procedure with the teacher and go over the test, with correct answers and explanations given, and (5) throughout the lesson the teacher adds comments, questions, and emphases.

The "principles to be taught" are for the teacher.

How do a teacher and her students decide *how much* to prepare in a foods lab? Usually the answer is "the amount needed to provide the learning intended," and that is often just a taste. This, of course, affects the food budget and it may also affect the amount of energy needed to prepare the food.

*Prepared by the Editor. She would like to hear from those who use it and whether other such lesson series are desired by readers.

Principles to be taught:

1. Variety in the diet promotes adequacy of nutrient intake.
2. The nutrients most often short in American diets are iron, calcium, and vitamin A.
3. Iron deficiency causes anemia.
4. The nutrients most often in excess in American diets are fat, sodium, and sugar.
5. Variety in flavor, form, texture and temperature adds interest to meals and stimulates appetite.
6. Planning affects time use and results.
7. All members of the family can participate in preparing meals.
8. Food labels are one source of nutrition information.
9. Vegetables usually supply some nutrients that meat does not.
10. Beans and eggs have many of the same nutrients as meat.
11. "Leader nutrients" or "indicator nutrients" occur in foods that also have other nutrients, such as trace minerals.
12. Sanitation practices affect the safety of food.
13. Meal preparation can be an enjoyable social event.

From American Dietetic Association press releases:

A national study of American eating habits shows that while adults feed their children well, they're not as kind to themselves.

"While parents seem to be conscientious that their kids eat right, they seem to forget about themselves," according to Rosemary C. Tobelman, a registered dietitian with General Mills. Teenagers and adults, the study shows, are not consuming enough calcium, iron, magnesium, and vitamin B6.

A body-conscious society where more people are consuming less foods to avoid excess calories could be a factor in the reduced amounts of nutrient intake, Tobelman says, "particularly among female teens" who opt for diet soft drinks instead of milk. Shortages of these nutrients eventually could lead to health problems, such as osteoporosis, anemia, and tooth decay.

Irreversible damage to a child's teeth may be triggered by nutritional deficiency in a mother's diet during pregnancy.

Both the time spent in the womb and the first year of an infant's life are the most critical stages in the development of teeth, salivary glands, and other oral tissues; and according to new research, a shortage of essential nutrients during these periods could lead to tooth decay in later years.

Extra servings of milk, fruits, and vegetables, in addition to protein-rich foods are needed during the course of pregnancy.

V. Putting It All Together

Everyone in the Jones family liked to eat—almost too well—and they also liked to cook. Sometimes everyone made one dish for the meal. They planned so it all went together and came out ready to eat at the same time. Today the lunch menu was:

Hamburger on a bun

Green peas Carrot salad

Strawberry supreme

All the family liked these foods. In their planning they had noted that there was variety in color—green, orange, white, and brown in the main course, and pink in the desert. There was variety in texture—soft, crunchy, chewy, and crispy. There was also variety in temperature from hot to cold, and in flavor and form—round, grated, large, small—and in the way it was served.

"We'd get A-plus on that menu," said Pam.

"How about the nutrition?" asked her mother.

They looked at the charts and found that the hamburger, even though it was smaller than usual, provided more than enough *protein* for one meal, and the other dishes had some protein, too. There was plenty of energy value in the meal, maybe even a few extra *calories* for some of them.

The carrots were the best source of *vitamin A*, but green peas and ice cream added more. Strawberries have a lot of *vitamin C* and green peas have some, too.

So far so good.

"Do we have enough iron?" asked Pam. "I don't want to be anemic."

"Let's add it up," said her brother. "Here's my trusty calculator."

"Use your head and a pencil," said his father. "You'll never learn to add if you always depend on a machine."

"Here it is," said Pam. "Start adding."

Iron in one 3 oz. hamburger	15% of USRDA
Iron in 1 enriched bun	2% of USRDA
Iron in 2 slices tomato	2% of USRDA
Iron in 2 large leaves of lettuce	2% of USRDA
Iron in ½ cup green peas	8% of USRDA
Iron in ½ cup grated carrots	2% of USRDA
Iron in 2 Tblsp. raisins	4% of USRDA
Iron in ¼ cup peanuts	4% of USRDA
Iron in 1 Tblsp. mayonnaise	0% of USRDA
Iron in ¼ cup frozen strawberries	3% of USRDA
Iron in ¾ cup ice cream	0% of USRDA
Total	42% of USRDA

"Wow! 42% is good, isn't it?" asked Pam.

"Yes, it's about right," answered her mother. "Since breakfast is a lighter meal, we need more than one-third at lunch."

"What is USRDA?" asked the guy with the calculator.

"I know," said Pam. "It's United States Recommended Dietary Allowance."

"What's that?" he asked. "Who recommended for whom and for what?"

"So you want details? OK, here it is. Right on the charts."

"RDAs are Recommended Dietary Allowances by the Food and Nutrition Board of the National Academy of Sciences and those scientists revise them every five years. They have one set for infants, one for young children, one for pregnant women, one for men, one for teenage boys, one for teenage girls, one for women of certain ages, etc. The recommended amounts are supposed to keep us healthy.

"Then there had to be one *composite* set to use on food labels, so the FDA combined these, usually using the highest value in any of the sets (except for pregnant women) and called it USRDA. See, here it is on the nutrition label of this can."

"OK," said Bob, "so 42% *is* good for this one meal. I guess we won't get anemic."

"Not if you eat what is served," said his mother with a wink, "*including* the vegetables. Now let's check the B vitamins in this meal."

They found *thiamin* (vitamin B_1) in all of the foods, but most in the meat, green peas and peanuts, and some in the enriched bun. The ice cream, carrots, and strawberries had very little.

Riboflavin (vitamin B_2) was abundant in meat, ice cream, green peas, and peanuts, and the enriched bun had a little.

Niacin was a different story. Peanuts had the most. The ¼ cup in each serving of the salad had 30% of the USRDA. They noticed on the chart that tuna had a great amount of niacin, too, and that chicken was twice as high as beef. But their hamburger did have 25%, and though the ice cream had none and some of the other foods very little, they got 10% in the green peas and the total looked good.

"I thought all the B vitamins went together," said Bob, "but it doesn't look that way."

"They do to some extent in some foods," said his mother, "but we need to know where the differences are. For example, milk has quite a bit of riboflavin and not much of the other two that we checked. There are several other B vitamins besides these three."

"Have we checked everything now?" asked Pam.

"Hardly," replied her mother. "There are over 50 nutrients that we need but we've checked all the *leader nutrients* except *calcium*."

"What's a *leader* nutrient?" asked Bob. He always wanted to know everything.

"I guess the scientists call them leader nutrients because the other nutrients are found with them in most foods. If we get enough of these leader nutrients in a wide variety of foods that have not been fortified—that is, the nutrients occur in the foods in nature—then we are likely to get enough of the others, too. They are sometimes called *indicator* nutrients."

"OK," said Bob, "let's add up the calcium and get ready to cook. I'm getting hungry."

"Here goes," said Pam.

Calcium in one 3 oz. hamburger	0% of USRDA
Calcium in 1 enriched bun	2% of USRDA
Calcium in 2 slices tomato	0% of USRDA
Calcium in 2 large leaves of lettuce	1% of USRDA
Calcium in ½ cup green peas	2% of USRDA
Calcium in ½ cup grated carrots	2% of USRDA
Calcium in 2 Tblsp. raisins	1% of USRDA
Calcium in ¼ cup peanuts	2% of USRDA
Calcium in 1 Tblsp. mayonnaise	0% of USRDA
Calcium in ¼ cup frozen strawberries	2% of USRDA
Calcium in ¾ cup ice cream	15% of USRDA
Total	27% of USRDA

"Hmm. We didn't do so well on calcium, did we? No wonder some Americans are short on calcium. What shall we do?" asked Pam.

"It's simple," answered her mother. "Just drink a glass of milk with your meal and you'll add 30% of the USRDA."

"That's easy," said Pam. "Pour the milk, Bob."

"Now what I want to know is whether we have *too much* of anything," said Mr. Jones.

"Like what?" asked Bob.

"I've heard that lots of Americans get too much sugar, fat and salt," replied his father.

"No, I don't think we have too much," said Mrs. Jones. "I'll drain the fat from the hamburger. Who is willing to skip the salad dressing and lay off the salt shaker?"

"Let's don't skip them completely," said Pam, "but I'll have only a little." The others agreed.

"How many calories do we have?" asked Mr. Jones, who was a little heavier than he wanted to be.

"Enough that you won't need a heavy dinner," replied his wife, "but the exact amount depends upon how much salad dressing you have, the size of your hamburger, and whether you have second servings of anything."

"It all looks good," said Mr. Jones. "I'll skip dessert tonight and give up the sugar in my coffee today."

The next job was to make a time plan, so everything was ready to eat when needed. With everyone cooking that was not hard, but if one person cooked the whole meal it was trickier. In either case they needed to know how long it takes a hamburger to cook and at what temperature. They had to check whether the lettuce, tomatoes and carrots were washed and ready to use, and how fast the salad maker could grate carrots, without grating a finger. They had to find out who wanted the bun toasted and how long green peas needed to boil. And they had to decide whether they wanted the strawberry supreme to be made just before serving or to let it sit in the refrigerator while they ate the hamburgers and vegetables.

With everything worked out, they turned a simple meal into a feast!

From American Dietetic Association press releases:

A four-year study of the diets of collegiate athletes shows that as wrestlers starve themselves, football players gorge themselves—two dangerous eating habits found to be common college campuses.

The intensive computer analysis of 16 different teams at Syracuse University reveals that while football players consume foods with "tremendously huge amounts of calories," wrestlers will go to outrageous extremes to lose weight to meet competitive weight levels.

The findings are "definitely representative" of diets of collegiate athletes across the country, according to the study's author, Dr. Sarah Short, a registered dietitian (R.D.) and nutrition professor at the New York University.

New research shows that birth control pills hike cholesterol levels even in women who exercise regularly and eat low-fat diets.

Jeanne A. Farrell, a dietitian at Bowling Green (Ohio) University, studied the diets of three experimental groups—athletes on the pill, inactive women on the pill, and athletes not taking oral contraceptives. In addition to their physical activity, the women involved in sports who took the pill also ate more nutritionally balanced meals, but nevertheless, ranked highest for blood cholesterol content out of the three groups.

Athletes not taking oral contraceptives displayed the lowest levels of cholesterol, Farrell says, showing that the pill, more than diet, contributed to high cholesterol levels.

"The combination of the pill and high cholesterol is not very desirable," she said. "If the pill contributes to the possibility of a stroke, the cholesterol just increases that possibility."

Salt, often thought to be a culprit in high blood pressure may not totally deserve its lonely state. Researchers are finding many hypertensive individuals are getting inadequate amounts of calcium in the food they eat.

In a study at the University of Oregon, Portland, calcium was discovered to be a key nutritional ingredient in preventing the acceleration of blood pressure, even in individuals who made no effort to monitor their intake of sodium.

Evidence from laboratory studies conducted by David A. McCarron, associate professor of medicine at Oregon Sciences University, shows that altering the calcium intake in both humans and experimental animals will change blood pressure. In animals, removal of calcium from food rations increased blood pressure, while adding calcium retarded the development of hypertension, and sometimes decreased it.

In a controlled study of 100 people, McCarron found that 46 subjects who had high blood pressure consumed 20 to 25 percent less calcium than 44 participants who had normal blood pressure. With the exception of calcium, there was no significant difference between the dietary intakes of the two groups, including sodium—thought to be a major contributor to high blood pressure if used in large amounts.

Let's check it out! How many can you answer correctly this time?

True or False

F ______ 1. Many Americans have a shortage of protein in their diet.

T ______ 2. It takes a variety of foods to get all the nutrients we need.

F ______ 3. Most Americans consume plenty of calcium in their food.

F ______ 4. USRDA means the United States Registered Department of Agriculture.

T ______ 5. Labels on some foods supply nutritional information.

F ______ 6. Having foods all the same color in a meal stimulates appetite.

T ______ 7. Vegetables usually supply some nutrients that meat does not.

T ______ 8. Milk has a lot of calcium.

T ______ 9. Variety in flavor, temperature, form and texture in a meal adds to enjoyment and appetite.

T ______ 10. Planning ahead can help a cook to get everything done at the same time.

F ______ 11. Cooking is a job for the females in the family.

T ______ 12. Green peas have some of several different nutrients.

T ______ 13. Color in a meal can give some indication of its nutrient value.

T ______ 14. A leader nutrient is one that we can use as a guide for getting other nutrients.

T ______ 15. "Indicator" nutrients are the same as leader nutrients.

T ______ 16. Many accidents occur in kitchens.

T ______ 17. Safe foods are clean foods prepared with clean hands and dishes.

T ______ 18. Peanuts have many of the same nutrients as meat.

T ______ 19. A meal that has enough of all the leader nutrients is likely to have vegetables or fruits, milk or cheese, bread or cereal, and some kind of meat, egg, or bean dish.

From American Dietetic Association press releases:

The American Dietetic Association (ADA), representing 47,000 dietitians and nutritionists, says an FDA proposal urging the food industry to limit the amount of sodium in its products and print sodium content on food labels is "vital" for the estimated 60 million Americans who are hyptertensive and need to monitor their intake of salt.

However, the ADA discourages language such as "moderately low sodium," now being proposed in a five-point FDA plan and instead urges the use of easily understood labels reading "sodium free," "low sodium," or "reduced sodium."

The FDA proposal also urges industry to label the amount of potassium in food products. Many individuals, such as those with hypertension taking medication, need to make sure that they get enough potassium in their diets. Others—for example, kidney patients—must restrict their intake of this mineral. Both types would benefit, ADA says, from the labeling proposed by FDA.

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TEACHING AIDS AND TECHNIQUES
(see also Games and Simulation)

TEXTILES AND CLOTHING

A Note on Protein Quality

The following information which may be of value in your home as well as your classroom is taken from "The Evaluation of Protein Quality in Mixtures of Plant Proteins," by M. J. Inman and J. S. Woodman, in the British *Journal of Consumer Studies and Home Economics,* volume 2, no. 4 (Dec. 1978).

The authors remind us that the quality of protein in a food is based on the kinds and proportions of the amino acids present in the food. "Maximum protein utilization by the body depends on the *simultaneous presence* of the nine essential amino acids in the correct proportions in the intracellular pool, together with supplies of other amino acids." This simultaneous presence means within a period of 20 minutes, they said, with a footnote to N. S. Scrimshaw and V. R. Young in the *Scientific American* 235(3). When one of the essential amino acids is missing or only present in the inadequate amount, the body's utilization of the protein stops when that one is used up, and the residues of the remaining amino acids will be used for energy and therefore not available for tissue building and repair or other body needs for protein since they cannot be stored.

They also remind us that "the egg was selected as the standard protein (against which to measure others) because it was shown to be efficiently utilized by humans since all 9 essential amino acids are present in adequate proportions."

The authors further remind us that plant proteins usually contain the essential amino acids in unbalanced amounts with grains usually being short in some and legumes in others. Hence, combinations of plant proteins may be of much higher biological value than either eaten alone or both eaten at different times.

With the aid of a computer they experimented with recipe development and found that the optimum combination of corn and split peas, for example, is corn 80% and split peas 20% and from rice and kidney beans, a nearly optimum ratio of essential to non-essential amino acids can be obtained with the proportion rice 60% and kidney beans 40%.

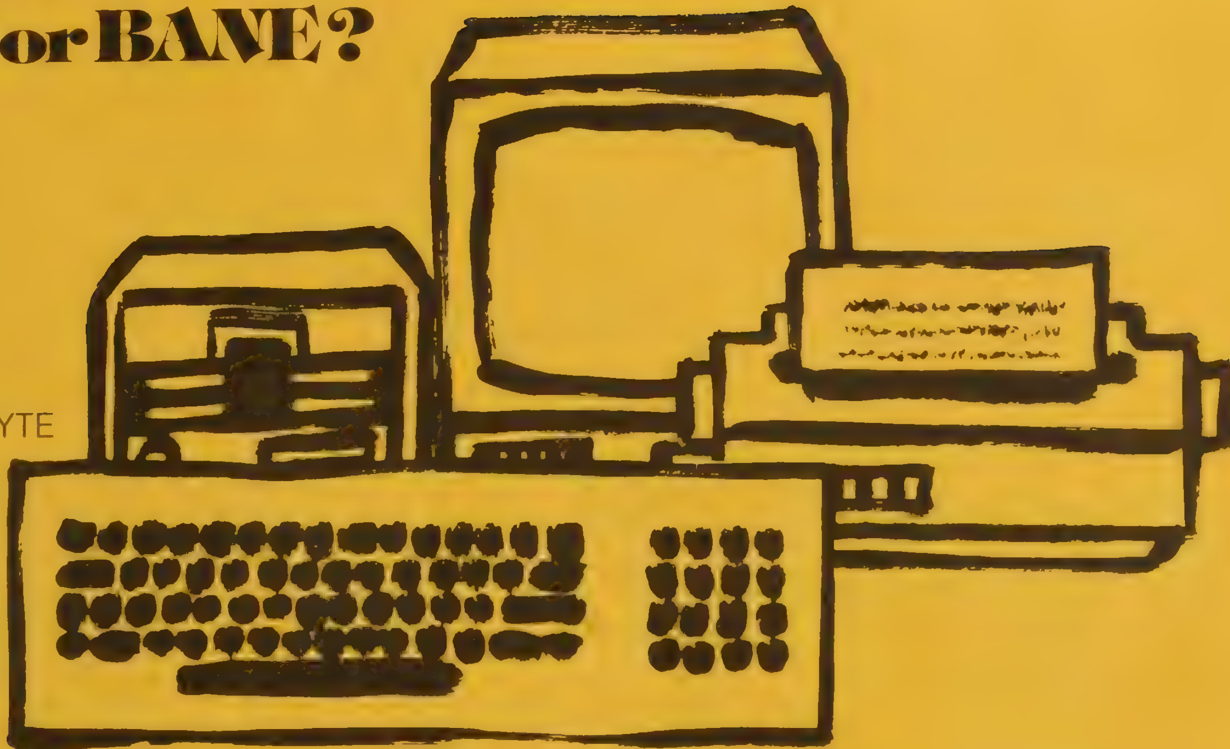
In utilizing natural plant foods (rather than synthesized amino acids), they said, we are supplying the body with a greater variety of nutrients in better proportions than can be obtained from highly purified diets. They also pointed out the advantages of dietary fiber in plant proteins and the absence of cholesterol. For these as well as cost reasons, they suggest that we give consideration to dietary changes in regard to our consumption of meat.

They noted also that "the amino acids requiring the most attention (as we combine plant proteins) are methionine and cystine, the sulpher containing amino acids." Since very few vegetables, legumes, or grains contain adequate amounts of these two amino acids, they added small quantities of milk or cheese to their recipes to increase the biological values. They pointed out that the production of eggs and milk is far more efficient in land and energy utilization than meat and related this fact to world population and food needs.

They paid home economists a compliment when they said that "no profession is better qualified than home economists for supplying expertise in the combined areas of nutrition and consumer behavior" and pointed out that the "protein war" (i.e., the battle to obtain enough protein for the rapidly increasing world population) will be won or lost in the consumers' kitchen rather than in the scientific laboratories.

—The Editor

HOME COMPUTERS
BOON or BANE?



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